DOCUMENT RESUME

ED 092 285 32 RC 007 935

TITLE Early Childhood Objectives for Five-Year-Old Migrant Children. Florida Migratory Child Compensatory Program.
INSTITUTION Florida State Dept. of Education, Tallahassee. Migratory Child Div.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Aug 73
NOTE 185p.

EDRS PRICE MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS *Activity Units; Art Activities; *Early Childhood Education; *Educational Objectives; Instructional Materials; Learning Activities; *Migrant Child Education; *Preschool Children; Preschool Programs; Speaking Activities; Teacher Developed Materials
IDENTIFIERS *Florida

ABSTRACT

The (1972-73) Florida Migratory Child Compensatory Program covers preschool migrant children (ages 3, 4, and 5). The educational objectives were developed and adopted for use by each of the 21 participating counties. The National Migrant Goals, the Florida Migrant Early Childhood Guidelines, and the Florida Kindergarten Accreditation Standard Goals and Standards were used in setting up the following objectives: (1) provide the opportunity to improve communication skills necessary for varying situations; (2) provide preschool and kindergarten experiences geared to psychological and physiological development which will prepare the migrant child to function successfully; (3) provide specially designed programs in language arts, math, social studies, and other academic endeavors to increase the child's capabilities to function at this potential; and (4) provide specially designed activities to increase the child's social growth, positive self-concept, and group interaction skills. Each section (categorized under these 4 objectives) lists activities and materials used by the 206 program teachers during the school year to achieve these objectives. (NQ)

EARLY CHILDHOOD OBJECTIVES
for five year old migrant children

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

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for
FIVE-YEAR-OLD MIGRANT CHILDREN

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FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

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August, 1973

This document was reprinted at a total cost of $930.00 or $.93 each by Region III of the Florida Migratory Child Compensatory Program through the School Board of Broward County, Florida. The Florida Migratory Child Compensatory Program is a project of the Florida Department of Education, funded under Title I of the Elementary and Secondary Education Act, P.L. 89-750.

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Foreword

Each year as the northern winds begin to blow many Migrant preschool children accompany their parents to various locals in Florida. Each child comes with a unique background and a special need for learning experiences which will enable him to live a full and rewarding life. Many of these preschool children ages three, four, and five enroll in the Florida Migratory Child Compensatory Program which is located in twenty- one Florida counties. Since many children travel with their parents from county to county a need for a consistant curriculum emphasis developed.

Using the National Migrant Goals, the state of Florida Migrant Early Childhood Guidelines, and the state of Florida Kindergarten Accreditation Standard Goals and Standards, the educational objectives outlined in this book were developed and adopted for use by each of the participating counties.

During the 1972-73 school year each of the 206 Migrant Early Childhood Learning Program teachers used these objectives upon which to build their curriculum. Realizing that there were many ways to achieve these objectives, each classroom teacher was asked to record those activities and materials which were successful in helping her children achieve these objectives. These activities were compiled by the supervisory head teachers in each county. Each head teacher submitted these to be included in the state project. A special editing committee of head teachers deleted, added to, changed, and rearranged the objectives, activities, and materials until they were satisfied with the final draft as it appears in this book.

Some children are enrolled in the Florida Migratory Child Compensatory Program as young as three years old and continue in the program for three years. Some enroll initially as four year olds while some are five years old when they enroll. It is hoped that by the time a child has completed his five year old experience in the Florida Migratory Child Compensatory Program he will have achieved most of these objectives. Many of these objectives can also be achieved by three and four year old Migrant preschool children. Each teacher regardless of which age group she has in her class will determine the educational needs of her own group and will work toward those objectives which will meet the needs of her children. She will keep in mind that each successive teacher will work toward the achievement of all of these educational objectives by the time the child has completed his five year old experience.

During the 1973-74 school year each teacher will be asked to contribute more activities and materials for those objectives for which there are few or no activities listed. Having this book in loose leaf notebook form (on teacher requests) will make it possible to add to and/or delete from this project as the years progress.

The supervisory head teachers of the Florida Migratory Child Compensatory Program hope to develop a criterion based assessment by which each child may be assessed when he enrolls in and withdraws from the program. The assistance of classroom teachers is welcomed in this endeavor. Hopefully this assessment will enable each teacher to provide those activities and materials which are needed by each child as well as to indicate the amount of growth made by each child while in the program.

All Migrant Early Childhood teachers who contributed suggested activities and materials are to be highly commended for their dedication to the successful completion of this project.

EARLY CHILDHOOD OBJECTIVES

for

FIVE-YEAR-OLD MIGRANT CHILDREN

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NATIONAL MIGRANT GOAL -

Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE -

Provide language experiences and activities to develop the necessary verbal ability for effective expression and communication with others.

STATE KINDERGARTEN STANDARD GOAL -

Develop skills to communicate ideas and feelings through language, movement, art, music, literature, and other media.

STATE KINDERGARTEN STANDARD -

The child expresses himself orally in individual and group situations.

1. Given the opportunity to participate in unstructured group situations, the child will verbally interact with other children.

SUGGESTED ACTIVITIES AND MATERIALS

1. Adults should circulate among interest centers joining existing conversations and initiating conversation among others.

2. In daily co-planning sessions, children are encouraged to choose an activity for that period i.e. block play, painting, table games, housekeeping corner, etc.

3. The children determine the "rules" or guidelines for use of interest centers. These may be printed on charts posted near the centers and reviewed with children from time to time. Keep rules short, simple and few in number. Thus the children accept the responsibility for working cooperatively, and self discipline and group cooperation is encouraged.

4. A "Crew Leader" or chairman may be appointed for an activity period. He might choose his crew to work in the block center or choose from volunteer participants for a lotto game, a mural project or the housekeeping center. When a participant decides to leave a group, he notifies the chairman who in turn, notifies another child who wants to join the group when an opening occurs.

5. Participate in informal discussions during work and play, during clean up time and at snack time.

   INTEREST CENTERS *

   a. Housekeeping
      Kitchen equipment (stove, sink,cupboard, dishes, pans) dress-up clothes, mirror, empty food cartons, bed and large dolls, table and chairs.

   b. Carpentry
      Real tools (saws, hammers, nails, clamps, a vice) soft wood, sand paper, bottle caps, magnet--tool storage.

   c. Block Building
      Large numbers of unit blocks on low shelves. Small boats, cars, trucks, animals and people. Hollow blocks, smooth boards.

   d. Arts and Crafts
      Double easels, covered cans for paint, wide brushes, large paper, table and chairs, paint, crayons, scissors, glue, clay, play dough, scraps of cloth, construction paper, oil cloth (or shower curtain), sponges, hooks for smocks, a place for drying pictures.

   e. Cooking
      Cooking ingredients, utensils, hot plate and/or portable oven, recipe on large picture chart.

f. Sand or Water Play
A plastic pool, metal tub or commercial sand and water table or trough.
For sand: Spoons and shovels, trucks, cars and boats, plastic containers, sifters.
For water: Rain coats or plastic smocks, plastic containers, objects to float and sink, soap suds, food coloring, a piece of hose, funnel, measuring cups.

g. Music
Phonograph and records, rhythm instruments, piano or autoharp, open space for moving to music and rhythms.

h. Library
Children's books, display racks, comfortable place to sit (rug or carpet squares.) Someone to sometimes read to a child or listen to him talk about his book...puppets...flannel board.

i. Table activities
Puzzles, puzzle rack, shelves to hold peg boards, matching games, stacking toys, table blocks, counting objects.

j. Science
Animal and cage, fish bowl, balance scales, batteries, magnets, magnifying glass, growing plants, experiments (planting seeds, waterplay.) A table for objects brought to school by children and teaching staff (bird's nest, sea shells, rocks, leaves, caterpillars, etc.)

* Childhood Resources
In-Services Training Material
"A Classroom Planned for Learning"

2. In a situation in which a child finds he does not have the necessary materials, equipment and/or directions with which to accomplish a given task, the child will express his needs orally to the teacher.

SUGGESTED ACTIVITIES AND MATERIALS

1. Using large pictures of classroom activities ask the children:
   a. What are these children doing?
   b. What materials do they have?
   c. Do they have everything they need?
   d. What else will they need?
   Picture Story Set
   Bowmar Publishing Corporation
   Organize classroom so that there is a specific place for keeping each item....Encourage children to put items away in this same place after use, thus making it easier to locate needed equipment and ask for these materials when needed during a task.

2. On occasion, deliberately set out fewer materials than are needed.
   Ask: Do we have everything we need?
   Who can ask the helper to get what is missing?

3. Play "What If" game..."What could you do if you want to use the ____________ and you couldn't reach it?

4. Encourage all children especially the Spanish-speaking children to ask for things in Spanish or English. When they ask something in Spanish - show them a simple way of saying the same in English and ask them to repeat it. Praise all efforts of communicating.

3. Given the opportunity, the child will verbally describe an object or experience to the class, the teacher, or another child.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use a feel bag or box - What do you feel? Is it hard, soft, rough, smooth? Show us something in the room that feels like it.

   Paper bag or small box - objects easily identified by 'touch' such as: ball, figure of a man, small bottle and pencil.

2. Leave tape recorder set up to encourage children to record observations and experiences. (Be sure children know how to use recorder correctly). Sometimes shy children will use recorder before they feel comfortable in conversation.

3. Using pictures from "Moods and Emotions," David C. Cook Co., encourage discussion by asking such questions as, "What happened to you that made you feel like this child?"

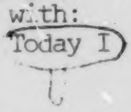
4. After participating in a cooking project, children can recall the steps in preparing the jello, pudding, etc. Role playing can be helpful in practicing telling how it was done to the principal (coordinator, custodian, etc.) when sharing the tasty results.

5. During circle time, give children opportunities to share happenings and personal belongings brought from home. Encourage verbal description by asking such questions as:
   What color is your car or truck?
   Is it bigger or smaller than the one we have in our room?
   Who gave it to you?
   What can you do with it?
   Would you like to go there again?
   Who did you go with?
   Did you have fun?

6. Have children practice verbal description on a one to one basis with teacher and aides as often as possible - conversations during walks, lunch, on play ground and during early arrival time.

7. Before the children go home ask them to tell about something they did today at school alone, with another child, with a group and/or with the whole class.

   Make a large circle of colored construction paper. Attach a handle.
   Have the child start his sentence with:
   Today I ....



8. Have a special Object Day once a week. Ask everyone to bring an object from home.
   Group the objects according to
   a. size - all with big toys stand up.
   b. color - all with red (etc.) toys stand up.
   c. moveable - all with toys that have moveable parts stand up.
   d. round toys, heavy toys, etc.

As each group stands ask one child to tell the group why the toys are being grouped together.
Allow those children who did not bring objects to hold a classroom object so that all may participate.

9. The children are given the opportunity to explain or "tell about" their projects (paintings, scrapbooks, carpentry) both while underway and at completion. This should be on a one to one basis with an adult or another child. Sometimes a child will want to share his project with the entire group.

4. Given a role playing situation, the child will demonstrate his ability to verbalize through his interpretation of the role.

SUGGESTED ACTIVITIES AND MATERIALS

1. Role play favorite stories, nursery rhymes and songs.

2. Child pretends to be an animal. Class will guess what animal he is.
   Learning Basic Skills Through Music Vol. I
   "Elephant Walk", Hap Palmer Basic Activities Record.

3. Imitate the sound and movement of animals:
   Walk like elephants; buzz and fly likes bees; walk
   quietly like mice; bend and sway like trees, etc.
   "Folk Song Carnival" Hap Palmer

4. Plan field trips to some of the following places where community helpers can be seen in action:
   a. Fire Station
   b. Post Office
   c. Clinic
   d. Police Station (or have a policeman come to your class)
   e. Dairy
   f. Etc.

5. Have a child wear the hat of one of the community helpers. Set up a situation where the child will be that person. Have other children be the people who will be served by this helper. Encourage verbalization as the children act out the scene.

6. Read appropriate books to children.
   I Want to Be Books
   Children's Press

7. Child role plays story with props made to resemble the characters in the story.
   Large sheets of cardboard with head and arm holes for child to use.
   Decorate with yarn for hair, bright painted clothes.

8. Policeman and lost child game - Teacher pretends she is looking for her lost child, described him to a policeman (another child) by describing clothing child is wearing. Policeman circles room searching for child to fit the description.

9. Read Blueberries for Sal. Robert McCloskey - Viking Press
   Teacher asks, "Show us how you think the mother bear would sound when..."
   (Describe a situation.)

10. Set housekeeping corner up as a restaurant. Have children assume the role of customers, waitress, cashier, etc.

11. Role playing can be used to lessen fears, renew experiences; i.e. the visit from a nurse, expected fire drills, planning for field trips, etc.

Props that help to create an atmosphere help: (nurses caps, stethoscopes, telephones, tools, dress-up clothes, etc.)

12. Frequent dramatization of school life situations can aid in clarifying the need for safety rules and guidelines for classroom cooperation... a special trip to the playground to demonstrate how to roll to safety after falling and being dragged by the merry-go-round...role playing of an incident where a child's block tower is kicked down by an angry classmate...

13. After discussing a picture portraying a life situation (such as an adult helping a child repair his tricycle or a policeman talking to a tearful child), volunteers are asked to act out the scene furnishing appropriate dialogue.

5. After hearing a story several times, the child will dramatize the story or the role of the character in the story, using appropriate dialogue.

SUGGESTED ACTIVITIES AND MATERIALS

1. Stories relating to home life should be used first for role playing such as:
   The Small Family - Lois Lenski
   What Do Daddies Do
   What Do Mothers Do
   The Big Family Book

2. Dramatize favorite stories such as: Caps for Sale, The Three Billy Goats, The Three Bears, using minimum props. Accept original ideas and dialogue.

   Caps for Sale
   by Esphyer Slobodkinn
   Scholastic Book Services

   The Gingerbread Boy

   Little Red Riding Hood

   Tell-Again Story Cards and
   Tell-Again Nursery Rhymes
   Louise Bender Scott
   Webster Division McGraw-Hill Book Company

3. Dramatization should be encouraged whether there is an audience or not. A group may want to "play" Goldilocks during activity time, recess or early morning arrival time while their classmates are involved with other activities.

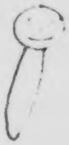
   Cardboard life size puppets (faces cut out)
   Blocks
   Housekeeping center equipment
   Dress-up clothes
   Puppets and puppet theatre (a table turned on its side will do)

4. Stories should be presented to the children using as many media as possible before expecting dramatization.

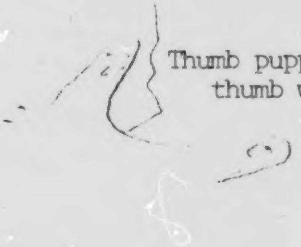
   Examples: Picture book version of Goldilocks
   16 mm Films - Filmstrip Version
   Teacher does a dramatization using
   "Story Sets" of Goldilocks by Judy Co.
   Reinforcement with another story book version
   Teacher reads story pausing for children to
   volunteer the dialogue
   Children use listening center to listen to
   story record version
   Use childsize puppets by Instructo Co.

5. Have children make puppets, decorating paper bags to resemble characters. The puppets may be used to dramatize a story or the role of characters in the story.

a. Paper bags
b. Art materials
c. Lollipop sticks and construction paper
d. Magic marker to draw face on thumb



Stick puppets



Thumb puppets - face drawn on thumb with kleenex for headcover

6. After viewing a film or filmstrip, the child will describe a part that he liked.

SUGGESTED ACTIVITIES AND MATERIALS

1. After watching a movie; children may:
    a. act out a favorite scene
    b. illustrate favorite scene
    c. pantomime favorite scene
    d. use puppets to tell stories
    e. child tells the story, while others portray characters in the story.
2. Run a filmstrip or a 16mm film without the sound and let children take turns telling the story as film is shown.
3. Allow the child who is the day's leader to choose a story or filmstrip to be shared with class. Let him tell why he chose it and what he likes about it.
4. Record the comments made by the children as they watch a film. Play the tape without the picture.

7. Given the opportunity, the child will tell one thing which he likes about school.

SUGGESTED ACTIVITIES AND MATERIALS

1. To the tune of "Here we go round the mulberry bush" sing "What did we (you) do in school today?" Sing this song as a group of children or one child prepares to leave for the day.
   What did we do in school today?
   (Repeat twice more)
   That made us very happy.
   We baked a birthday cake for Ted
   (Repeat twice more)
   That' what we did today.
   (Response varies according to day's activities)

2. Discuss yesterday's favorite activities during circle time. Child role-plays his favorite activities. Other children name these activities.

3. Child draws a picture of what he likes best about school. Share children's pictures with the class.

4. Child looks through magazines for pictures of things he likes to do, cuts them out and pastes them in scrapbook. Later, he discusses his choices with teacher/aide/peers.

5. Make a class booklet "What I like to do in School". Ask each child what he likes to do in school. Take a picture of each child doing the activity he names. Let the child tell you about his picture. Write what he says about the picture on his page of the class book. A variation of this could be to take pictures of children doing what they like to do and then write experience charts for the child to have displayed in the room and then to take home.

6. Tape children's voices as they participate in daily activities. Children identify favorite activities as the tape is played.

8. After listening to a paragraph about a person in a situation, the child will tell whether the person would be happy or sad.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read appropriate books and nursery rhymes to children. As you read help children verbalize how various characters in the story feel. Some emotions which might be verbalized are:
    Loneliness, fright, surprise, anxiousness, determination,
    anger, and happiness

   Some suggested titles:

    Make way for Ducklings
    Robert McCloskey
    Viking Press

    The Little Engine that Could
    Watty Piper
    Platt and Munk Publishers

    Three Billy Goats Gruff
    Illus. by Marcia Brown
    Harcourt Brace - Jovanovich

    David was Mad
    Lill Martin Jr.
    Holt Rinehart and Winston

    Frances Face Maker
    Bill Martin Jr.
    Holt Rinehart and Winston

2. Talk about the feelings of characters in story situations and try to get the children to apply these to their own experiences. Always strive for positive reinforcement where self-expression is concerned. Role playing is a good activity for playing out feelings that children cannot talk about in their day to day living.

3. Children demonstrate different ways of walking. Happy walk, reluctant walk, angry walk, scared walk, fierce walk.

4. Child demonstrates how he would walk a) through sandspurs, b) down a dark, scary street, c) on the way to buy an ice cream cone. d) on the way to get a shot, e) to get your ball out of the street.

5. Describe a situation. Choose a picture which shows a facial expression to correspond with that situation.

6. Enclose smiling, sad, angry face pictures in an envelope and let child draw a picture from envelope and describe if face is happy, sad, etc.
    Moods and Emotions - teaching pictures
    David C. Cook Co.

7. Pantomine emotions. Use classroom mirror.

8. Use fingerplays which depict feelings. Learning Time with Language Experience with Young Children. Louise Bender Scott - Webster McGraw Hill

9. Given the opportunity, the child will tell about something he likes to do.

SUGGESTED ACTIVITIES AND MATERIALS

1. Allow and encourage children to:
   a. make choices of activities they wish to do.
   b. help plan class projects.
   c. evaluate the day's activities.
   d. help other children with their projects.
   e. take on certain responsibilities in the classroom.

STATE KINDERGARTEN STANDARD -

Students demonstrate evidence of growth in oral expression using a large and more meaningful vocabulary.

10. The child will tell how to use three objects found in the classroom, e.g.,

    We draw with crayons.
    We cut with scissors.
    We can bounce a ball.

11. The child will make two or three statements to describe an object, e.g., a red square block.

    It is red.
    It is square.
    It is hard.

12. Upon request, the child will classify a set of three objects or pictures according to a common characteristic; e.g. cat, dog, and pig are all animals; circle, square and triangle are all shapes.

STATE KINDERGARTEN STANDARD -

The child demonstrates competency in oral expression.

13. Given simple oral directions for performing a specific task, the child will communicate orally these directions to another student.

SUGGESTED ACTIVITIES AND MATERIALS

1. Play "Telephone." The teacher whispers a direction to one child and has him repeat it to the child next to him who performs the task. Examples: Jump over to the window..., skip to the door..., hop up and down. A variation is to pass the direction through 2 or more children before it is performed.
2. The teachers instructs an early arrival in how to play a new game or use a new piece of equipment. The child is encouraged to explain the game (puzzle, etc.) to another child.
3. Ask a child to give directions to another child or visitors on location of the office, supply room, where to deliver the attendnace report, etc.
4. Allow children to be messengers. Use role playing to help the child deliver a clear message or request.
5. Encourage children to help other children. Ask a child who already knows how to play a certain game, or use a specific material, to explain the game or the proper procedure of working with the material to another child.
6. Cooking experience - Have one child listen to the adult's step-by-step direction. Child repeats these steps to other children who perform the tasks. A picture recipe chart is in view of those participating in this activity.

14. After hearing a simple story several times, the child will retell the story in his own words.

SUGGESTED ACTIVITIES AND MATERIALS

1. After reading a story, the teacher asks questions requiring logical thinking, making judgments and predicting outcomes. Example: What do you think Goldilocks told her mother when she got home? What do you think she did the next day? Suppose Goldilocks had broken her leg when she jumped out the window?
2. Play "Finish the Story". The teacher shows a picture and begins a story. One day Jimmy took his wagon for a walk. He walked and walked. Under a tree beside the road, he saw a cardboard box. He put the box in his wagon. When he got home he opened the box and...
   A child supplies an ending for the story.
3. "What's Happening?"
   Show a filmstrip with the accompanying record. Show it again without the record, and encourage children to explain the frames in the story in complete sentences.
   Show a filmstrip with record and again without the record. Encourage children to describe action in a picture and interpret why and what's going to happen as a result. Check to see what does happen. Introduce cause and effect and prediction.
4. Encourage children to tell the ending to a favorite story and to create a new ending.
5. Show silent films to initiate oral discussion and stimulate original thinking. The "LET'S TALK" series of MAGIC MOMENT FILMS, Encyclopedia Britannica are especially designed for this purpose.

15. Given the opportunity for group participation, the child will take turns in speaking and listening to others.

SUGGESTED ACTIVITIES AND MATERIALS

1. The teacher uses transition times for a T.V. or show time. Transition times are short periods that occur while waiting for lunch time, waiting for everyone to finish hand-washing, tooth-brushing or the arrival of the field trip bus. A child acts as master of ceremonies introducing volunteers - "Ladies and gentlemen, here is Flip, (or Luke), (or Reginald), (or Jane). The volunteer then sings, recites, tells a joke, dances, etc. The group practices being a "good" audience, while the "actor" speaks clearly so everyone can hear.

2. Play "Jack-in-the-Box." A large cardboard box provides the home for "Jack" (one of the class). Another child closes the lid, then recites or sings:
   "First, we push him out of sight,
   Then close down the cover tight.
   Let it go! Ho! Ho! Ho!
   Jack jumps up with all his might."
   "Jack" springs up on cue. Repeat with new volunteers.

3. Teach children to use tape recorder to record individual singing or speaking. Provide opportunities for these children to teach others.

4. Take "listening walks." Upon returning, the children can tell about the things they have heard. Occasionally take along a cassette recorder to tape sounds while on the walk. Play back and discuss afterward.

5. Use play telephones or tele-trainer from local telephone company.

16. Upon request the child will recite a fingerplay, nursery rhyme or poem with his group.

SUGGESTED ACTIVITIES AND MATERIALS

1. During daily circle time teach children fingerplays and nursery rhymes. After they have learned several, give children the opportunity to choose and recite their favorite each day. Let children do this first as a whole group, then a small group, then encourage children to recite alone. Tape their voices. Play back and encourage class to guess whose voice was heard.

   Fingerplays and Action Rhymes for Flannel Board
   Louise Bender Scott
   Webster Mcgraw Hill

   The Best of Mother Goose
   Richard Scarry
   Western Publishing Company

   Big Book of Favorite Nursery Rhymes
   Instructo Company

   Tell Again Nursery Rhymes
   Louise Bender Scott
   WEbster Division, McGraw-Hill Company

   Learning Time With Language Experiences with Young Children
   Louise Bender Scott
   Webster McGraw Hill

   Nursery Rhyme Teaching Pictures
   David C. Cook Publishing Company

   Fingerplay Time
   by Mary Jackson Ellis, Frances Lyons
   T.S. Denison Co.

   Let's Do Fingerplays
   by Marion F. Grayson, illustrated by Nancy Weyl
   David McKay Co., Inc.

   Let's Play a Game
   Ginn & Co., Dallas, Texas

   Finger and Action Rhymes
   Mabelle B. McGuire
   Instructo Handbook Series

2. During spare minutes between activities encourage child to lead the group in fingerplay about the bunny or the nursery rhyme that tells about a little boy who was fast asleep.

3. As children are being soothed to sleep, at nap time ask child to whisper a favorite nursery rhyme or fingerplay to the adult.

4. a. Show appropriate filmstrips w/recordings and play appropriate records.

   Nursery Rhymes in Song Set I & II
   Scott Educational Division - The Jam Handy Organization

b. Mother Goose Songs
Bowmar

Modern Mother Goose
Harold and Mary Jane LeCrone
Instructor Publications, Inc.

Song Stories for Little Boys and Girls
Robin Hood Records

5. Encourage children to share verses, street rhymes and jump rope chants from their culture. Write them on experience charts; tape them.

6. As children recite a nursery rhyme, place in order picture cards which illustrate the rhyme. The children take turns placing the cards in order while reciting the rhymes.

   Tell Again Nursery Rhyme Story Cards
   Louise Bender Scott, McGraw-Hill

   Nursery Rhymes Picture Sets
   David C. Cook, Company

7. Display nursery rhyme pictures. Encourage child to select his favorite and recite it.

STATE KINDERGARTEN STANDARD -

The child listens purposefully.

17. After listening to a story, the child will identify at least two (2) items mentioned in the story.

SUGGESTED ACTIVITIES AND MATERIALS

1. After reading a story, ask children leading questions such as:
   A. What happened after......?
   B. How do you suppose.......?

2. Read - Five Little Firemen, Golden Book. Place several items on table, some that are mentioned in the book, some that are not, child chooses two items mentioned in the book.

3. Collect cut-out figures which relate to stories. Teacher describes a character or object and encourages the children to find the correct figure.

4. The teacher places picture cards on the chalk rail. The child chooses two pictures that represent items mentioned in the story.

5. After telling a story using the flannel board, encourage children to choose those figures they would need to retell the story.

6. Tell the story, "The Three Little Pigs," using the flannel board. Ask, "What did each of the three pigs build? Of what did they make their houses? What happened to two of the houses? How many animals did we hear about? Name them.

18. After listening to a story or paragraph, the child will answer correctly a question about a story or paragraph.

SUGGESTED ACTIVITIES AND MATERIALS

1. After the children are familiar with a story, ask what happened to a particular thing or person in the story.
2. Encourage discussion while a story is being read. Answer questions about the story that are asked by the children. As the story is read, questions can be asked of the children concerning incidents in the story, or questions predicting outcome.
   Ask the children to discuss what events are fantasy and what events could be true.
3. Before telling story, encourage children to listen for the answers to specific questions; e.g., "Little Engine That Could." Listen for answers to questions such as "Where was the train going?" or "What was it carrying?"

19. Given a two-part direction, the child will follow the direction in the correct sequence.

SUGGESTED ACTIVITIES AND MATERIALS

1. Play "Listen and Do." Example: If you are wearing blue, put your hand on your head and pat your stomach."

2. Use Hap Palmer records which give directions for children to follow.
   Learning Basic Skills Through Music, Vol. I

3. Can you do it? Game:
   During circle time have one child be the leader asking different children to:
   Examples: 1. Open the door and switch off the lights.
   2. Give this book to ____ and then to ________.
   3. Touch the record player and give the ball to ____________.

STATE KINDERGARTEN STANDARD -

The child identifies and describes likenesses and differences in sounds.

20. Given two sounds, the child will state if they are alike of different.

SUGGESTED ACTIVITIES AND MATERIALS

1. Tape environmental sounds such as: water running, rain, clock ticking, timer, jumping on spring board, tearing paper, writing on the board, knock on the door. If sounds are alike, have children stand. If sounds are different, have children crouch down low.

2. Fill large bottles with water to varying levels. Children find the bottles which sound alike when tapped lightly with a stick or metal object.

3. After listening to Scott Foresman records, "Sounds I Can Hear," the children will discriminate farm from zoo animals.

4. Collect one dozen or more plastic eggs (the kind that can be opened). Fill pairs of them with two or three small items, such as paper clips, marbles, pennies, crayon pieces, pebbles, etc. The child shakes the eggs and tries to determine the ones with matching sound. (Note: For the very young children, place matching objects in eggs of the same color.)

5. The teacher plays a march and a lullaby and asks the children to decide if they are alike or different and how.

6. Using rhythm sticks, the teacher directs the rhythm band to play softly, then loudly. Expand the "loud, soft band" to include cymbals, bells, triangles, and wood blocks.

7. Using recordings of sounds around home and school, ask children to listen for soft sounds and loud sounds.

21. Given common sounds, such as the sounds produced by moving a chair, closing a door, or dropping a book, the child will identify them.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use recorded sounds; farm animals, house sounds, neighborhood, school sounds, etc. First, play sound and hold up identifying pictures. Later, play sound and have children select the corresponding picture.

   Sounds I Can Hear, Peabody Kit of Records, Teacher Sounds, Language Master, Tape Recorder, Record Player

2. Take the tape recorder on field trips and record sounds heard. After returning from the trip play a listening game to identify the taped sounds.

   Take the tape recorder home to record sounds. Then play a listening game.

3. For alertness and discrimination (indoors and out), have children close their eyes and identify sounds they hear, such as:

   a. sounds made by people
   b. sounds of nature
   c. mechanical sounds
   d. sounds made by either and adult or a child
   e. voice of a classmate

4. Play a listening game. Blindfold a child. Children chant "Listen, listen. Use your ear. Can you tell us what you hear?" Make a noise for him to identify;another child to make a noise for the blindfolded child to identify.

5. Follow directions as indicated on action recordings.

   Sounds Around Us (records)
   Peabody Language Development Kit
   American Guidance

   Sounds I Can Hear
   Scott Foresman and Company

   Creative Movement and Rhythmic Exploration
   Hap Palmer
   Activity Records, Inc.

6. Children should be given opportunity to listen to themselves. Using a tape recorder, the voice will be taped and played. Each child will be asked to identify his voice.

7. Take a "sound" walk. Encourage children to identify the sounds heard.

8. Have children listen to identify environmental sounds which were recorded during rest period.

9. Rhyme: "Little Tommy Tittlemouse,
Lives in a little house.
Someone's knocking.
Me - oh - my,
Someone's calling,
It is I!"

Blindfold child. Teacher and class repeat rhyme pausing to let one child say "It is I". Blindfolded child tries to identify speaker.

22. Upon request, the child will name and imitate three animal sounds.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to:
    a. Objective #4, activities 2, 3, and 9.
    b. Objective #20, activity 3
    c. Objective #21, activities 1, 2, and 4.

23. Given common sounds, such as animal sounds, household sounds, country and city sounds, the child will classify them around a common theme.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on action recordings. Discuss the sounds heard on the records. Lead children to identify where sounds are being made.

   Sounds I Can Hear
   Scott Foresman Company

   Peabody Language Development Program
   Sound Around Us (Records)
   American Guidance

2. Game "Where Would You Hear This?"
   Have pictures of various animals, vehicles, instruments, children engaged in various activities, etc. The teacher displays four pictures at a time. As a sound is made by the teacher or as she plays pre-recorded sounds the children are asked to classify the sounds.

   Example: Farm sounds
   Circus sounds
   School sounds
   Home sounds

3. Using a screen to block their view, ask the children to identify the sounds you make behind the screen (striking pieces of wood together, striking metal, clapping hands, striking glass, crunching paper, tapping with a pencil or fork, shuffling cards, tearing cloth, turning egg beater, etc.).

4. Take a trip to a zoo, farm or pet store, to listen to animal sounds. Record animal sounds heard.

5. Take "listening walks" around school or neighborhood.

6. Tape the children mimicing various sounds. Discuss the sounds recorded.

7. Game: Children form circle with one child in center. Sing the following to tune of "Here we go round the mulberry bush": "Here we go to the farm today (3 times). What will we hear at the farm?" The child in the center responds by singing:

   Example: "Moo, goes the cow at the farm today (repeat 3 times). That's the sound it makes."

8. Have children cut pictures from magazines or newspapers. Charts in room may be set up for classification. Example: Chart showing instruments, farm animals, motor vehicles, etc.

9. Teacher puts pictures on cards which present a sound being made. She asks, "What says moo? or what goes honk, honk? The child having a cow steps forward. "Is that a living or non-living thing?" The child then steps to the group holding pictures of living things.

STATE KINDERGARTEN STANDARD -

The child demonstrates the ability to interpret sequences of events in his listening experiences.

24. Given three (3) consecutive actions to perform, the child will perform the actions in the correct sequence.

SUGGESTED ACTIVITIES AND MATERIALS

1. Set up an obstacle course in the room.
   Give specific 3 part directions.

   Example: a. Crawl under the table.
   b. Jump over the block.
   c. Go through the box.

   Change the directions for different children.

2. During the day, give three part directions as needed to individual children.

   Example: a. Put away the puzzles.
   b. Wipe off the table.
   c. Push in the chairs.

3. Place geometric shapes on the floor, such as a square, circle, and triangle. Instruct the children to listen very carefully. Ask the child to "skip around the circle, jump inside the square, and run around the triangle, etc."

25. After hearing a short story, the child will place in order three pictures relating major events in the story.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children make a book of a familiar story by pasting or drawing pictures in the proper sequence.
2. Cooking activities: Recipes should be put on large experience charts with pictures added to help children follow the sequence in adding ingredients, mixing, and cooking or chilling.
3. Provide experiences which help children see a process from beginning to end; e.g., selection of color of paint, adding water, mixing, placing by easel, using the paint.
4. Recall the day's activities with the group; e.g., What did we do first today?
5. After becoming familiar with stories and nursery rhymes have the children dramatize the events as they take place.
6. Obtain two identical inexpensive books. Cut pages out of one book. After reading the story, give children the opportunity to put pictures from the cut up book in sequential order.
7. Use flannel board figures to retell stories or rhymes.
8. Use experience charts as follow-up field trips, walks, picnics, placing emphasis on sequence of events.
9. While planning and experiencing a field trip, take a series of snapshots: planning the trip, loading the bus, arriving at the destination, experiences at the destination, going home, follow-up activities. Mount the pictures for children to put in sequence.
10. Plan a Party for Parents with children. Make a picture chart which shows the steps to be taken by the children in preparing for the party: (a) shopping for refreshments; (b) sending invitations; (c) baking cookies; (d) mixing Koolaid; (e) decorating room; (f) parents arriving.
11. Arrange pictures of a familiar story or event with one picture out of sequence. Children find misplaced picture and put it in the correct order.
12. Give children many opportunities to use sequence puzzles.
13. Allow children to place the "Tell Again Story Cards" in the correct order. Start with only two cards, the cards which show what happened first and last in the story. Gradually work up to sequencing all of the cards to each story.

    Tell Again Story Cards
    Louise Binder Scott
    Webster Division
    McGraw-Hill Book Company

    Peabody Language Development Kit Sequence Cards

14. Choose a simple appropriate comic strip. Tell the story to a small group of children. Afterwards ask the children to arrange the frames in the correct order. Encourage discussion.

26. Given three numbers, letters, or short words the child will repeat them in the same sequence.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on Hap Palmer's record, Teaching Basic Skills Through Music Vol. I, "What is Your Name?"
2. Using a number line place a marker on each of three different numerals. Remove the markers and have a child repeat the action in the same pattern.
3. Give each child a set of pre-cut numerals or letters. Arrange a pattern of three and have children make a pattern identical to the model.
4. Child is asked to string beads in a sequence, increasing in difficulty as skill builds.
5. Child is asked to line up plastic cars or blocks in sequence: red, blue, red, blue, etc.
6. Child is asked to arrange rows of pegs in pegboard in certain sequence following a model.

STATE KINDERGARTEN STANDARD -

The child demonstrates ability to make choices in his listening experiences.

27. Given the opportunity, the child will select stories and records to which he would like to listen.

SUGGESTED ACTIVITIES AND MATERIALS

1. Make a sign labled "DISC JOCKEY" which a child could wear. Allow the Disc Jockey for the day to choose the records he would like to play for the other children.
2. Make arrangements for children to have access to the school library. Let each child choose his own books.
3. Allow children to choose books to be read during the day.
4. Encourage children to bring records and books from home to share.
5. Use teacher recorded tapes of books. One child can enjoy a book as he listens to the tape. (She can give clue on the tape as to when to turn the pages). Example: tap a glass of water.
6. The teacher "Sets the stage" before children arrive. The listening center is ready with a choice of 3 or 4 record-books. Example: Scott Foresman Record and Book Sets. Library books are attractively displayed and easily accessible to children. (20 books at a time is sufficient but new ones should be added frequently with older books or record friends put aside to reappear later or when requested.

STATE KINDERGARTEN STANDARD -

The child develops observation skills ranging from concrete to symbolic and abstract levels.

28. Given several different objects, the child is able to identify them correctly by name as the teacher points to them.

SUGGESTED ACTIVITIES AND MATERIALS

1. Periodically give each child the opportunity to name objects in the classroom.
2. Help children learn the names of clothing, food and parts of the body by using pictures from Peabody Kit. Toys and objects around the room can be used to perform the same type exercises as with the Peabody Kit.
3. Have a "What Is This?" box filled with common items being studied in connection with special unit work. Have one child pick an item from the box asking the group, "What is this?"
4. Play "I Spy." Leader describes an object in the room according to color, size, etc. Children try to identify the item.
5. Help children identify the items included in each center which has been set up in the classroom.
6. Show pictures of a chair, book, child, clock, etc., and then place that picture by the real person or thing in the classroom.
7. Display pictures of leaves, rocks, insects (other outdoor things). Go for a walk outdoors and try to find the actual item.
8. Use colored slides taken of classroom activities. As the slides are shown have children identify familiar objects they see.
9. Follow activities as indicated on Hap Palmer's Building Vocabulary record, "Show Me." Use the pictures from Peabody Kit or pictures from other sources.

29. Given four pictures, the child is able to classify them by content into two groups.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children sort the nails, screws, etc., at the workbench separating them into containers according to size.

2. Clean up time provides excellent opportunities for sorting and classifying experiences. Give children responsibility for sorting unit blocks (storage shelves should be labeled with pictured unit shapes so blocks can be returned to correct slots.) Shapes of saucers and plates outlined with magic markers help to keep cabinets orderly; outline shapes for puzzles, pegboards, peg people, etc. Shapes drawn on storage shelves motivate young children to help clean up and provide additional practice in visual discrimination.

3. Label a chart "Things That Fly." The children find pictures in magazines to cut and paste on the chart. Variations:

   a. things that move on the ground or water.
   b. things we eat for breakfast, lunch or dinner.
   c. things we play with, things used for work.

4. Work with a small group. Using assorted pictures classify according to:

   a. children at home; children at school
   b. farm animals; circus animals
   c. vehicles with engines; vehicles without engines
   d. things that travel in air; on land or water
   e. people working; people resting
   f. fruits; vegetables
   g. things used by babies; things used by older children

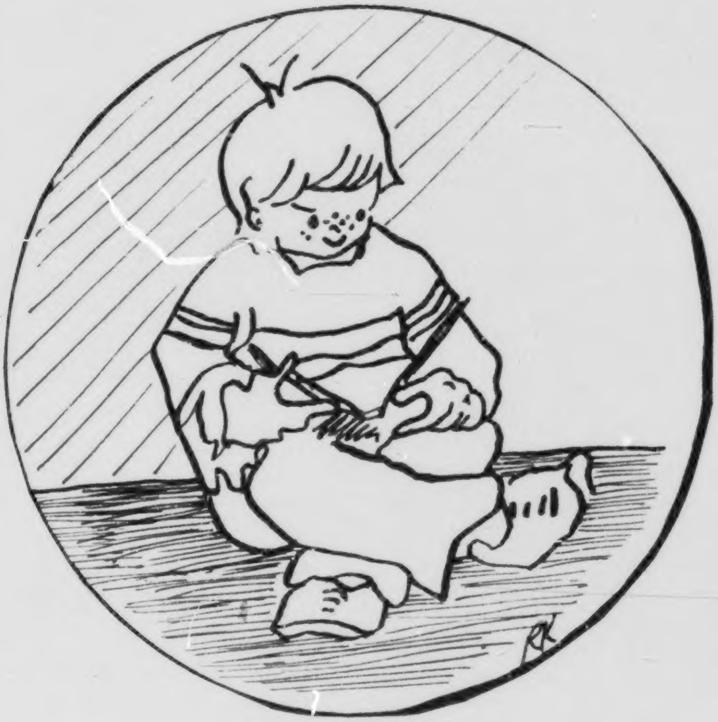
   Peabody Language Development Kit
   American Guidance

   Adventures in Living
   Western Publishing Company

   Early Childhood Discovery Materials
   Bank Street College of Education
   MacMillan Company

   Giant Steps Perceptual Skills
   Reader's Digest

5. Set up a mini-shopping center in the classroom. Pass out pictures to a small group of children. Let each child go to the store to "buy" his article. He must go to the correct store. Try to keep stores and objects to buy within the realm of the child's experience: food, clothing, toys, etc.



STATE KINDERGARTEN STANDARD -

The child demonstrates ability to read pictures through enumeration, description and interpretation.

30. Upon request, the child will name objects in pictures.

SUGGESTED ACTIVITIES AND MATERIALS

1. Select large pictures from assorted kits as listed under Objective 29, activity #4.
2. As often as possible look through picture books and magazines with children on an individual basis, asking them to point out different objects.
3. Place pictures of familiar objects from the child's environment on cards to be used with the Language Master.
4. Give many opportunities for children to play Lotto games.
5. "What is Missing Game" - Arrange several items on a tray, flannel board, or magnetic board. After identifying each item have children hide their eyes while one item is removed. Have children identify the missing item.
6. Play a game in which the children complete the teacher's sentence. "The boy in the picture is riding on a ________________.
7. Provide many opportunities for children to "read" a story book to a classmate.
8. See Objective 28, activity #9.

31. Given a picture depicting an action or event, the child will describe the action or the event portrayed in the picture.

SUGGESTED ACTIVITIES AND MATERIALS

1. During unit studies, use related pictures which encourage children to describe, interpret and discuss the action in the pictures.
2. Show films without sounds. Let children make their own story.
3. Take pictures or slides of children's activities. Tape narration made by children.
4. Display three pictures at the eye level of the children. Read a poem or short story. Have the children choose the picture which corresponds with the selection read.
5. Mount and laminate pictures from magazines, old story books, readiness books, etc. Have children tell a story about what they see.

32. Given a picture depicting feelings, the child will correctly identify the emotional tone portrayed in the picture.

SUGGESTED ACTIVITIES AND MATERIALS

1. Tell open-ended stories using a picture which shows some emotion. Let the child finish the story.

2. Make booklets by cutting and pasting pictures for:

   A Happy Day
   When I am Mad
   Scary Things

3. Discuss emotional situations that develop in the classroom (A happy party, a funny trick, when someone gets hurt or angry)

4. Have small and large group discussions on how people feel when certain things happen to them. (When something tastes good, when child is sick and must stay home from school, when your shoes hurt).

5. Take a child aside during activity period and ask him to tell you what he sees happening around him. Ask open-ended questions to encourage his responses.

6. Play "Faces". Choose one child to tell the other children what kind of face to make. For example, "Make a happy face". He then chooses the face he likes best. That child now has a turn to ask for a different face. For example: sad, angry, frightened. Be sure that all the children have a turn.

   After the game, encourage the children to talk about the times they had these feelings. What happened? What did they do? Help them to realize that everyone has these feelings at different times and that there are different ways to express these feelings. As you talk keep in mind that helping children accept and talk about their feelings is an important part of the job of a parent or teacher.

7. Give the children opportunities to put on short plays or television programs using puppets.

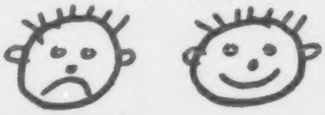
   Give them a few ideas that will help them express feelings in their play acting. "Marla and Sonny, let's have your puppets be happy. What would make your puppets happy? Show us what they would do and say if they were happy?" Ask for other plays about sad puppets, surprised puppets, angry puppets, tired puppets and excited puppets.

8. The teacher gives each child a picture of a pumpkin mounted on a stick. Eight different moods are depicted on the pumpkin faces. Each child will demonstrate his interpretation of the emotional tone portrayed by his pumpkin picture as the teacher reads "Pumpkin Faces" found in Louise Binder Scott's Learning Time with Language Experiences with Young Children.

9. Make a bulletin board of faces depicting all kinds of feelings.

10. Teach songs and fingerplays about feelings. "If you're happy and you know it, clap your hands." Over dramatize facial expressions.

11. Teach poem. "Do you know how to make a smile out of an ugly frown? You simply have to take that frown and turn it upside down!" Use chalk or flannel board to illustrate.



12. Use teaching pictures depicting emotions. Have small mirrors so children can see their reflections imitating the emotions portrayed in the picture.

13. Read stories to children which have to do with how someone feels. Encourage discussion during reading. Ask questions such as:
    "How would you feel if you were David?"
    "Show me the page where Frances is excited."

    a. David was Mad
       Bill Martin, Jr.
       Holt, Rinehart, and Winston, Inc.

    b. Frances Face Maker (Book and Record)
       by W. Cole and T. Ungerer
       Scott Foresman and Company

    c. Happy or Sad?
       MacMillan Company

14. Show picture sets. Follow suggestions of publisher. What is happening? Are the children cooperating, angry, lonely, having fun, etc.?

    a. Instructo Flannel Board Kit
       "Understanding Our Feelings"
       1040 E. 85th Street
       Kansas City, Missouri

    b. Mood and Emotions Pictures
       David C. Cook Publishing Company

    c. Picture Story Sets
       Bowmar Publishing Corporation

    d. Peabody Language Development Kit
       Picture Set of Facial expressions

15. Game: Let's show how we feel!
    The adult whispers an emotion to one child. The child portrays the emotion while the others guess what it is. One child is chosen to find a picture that also shows that emotion.

33. Given an appropriate picture, the child will demonstrate feelings of happiness, sadness, surprise, sudden fright or excitement, as portrayed in the picture.

SUGGESTED ACTIVITIES AND MATERIALS

1. Halloween is an excellent time for dramatization of feelings.

   a. a scary witch walk
   b. giants stomping along
   c. frightened children walking home after dark

2. Make masks out of paper bags. "Our masks need faces. I feel happy so I'm going to color a happy face on one side, but just in case I feel sad later, I think I'll make a sad face on the other side. Talk about happy and sad faces as they work. "Here's a mask with a big happy smile," and "here's a mask with a big tear dropping from a big brown eye." Also talk about feelings. "Everybody feels happy sometimes and sad other times. What makes you happy? Sad?"

3. Game of modified charades.
   In a small group of 3 or 4, a picture is given to each child. Taking turns each child identifies the emotion and then gives his interpretation of that emotion. Children trade cards until every child has interpreted each emotion.

4. Read Caps for Sale by Esphry Slobdokina, Scholastic Book Services. During the reading discuss how the peddler felt when he sat down against the tree, when the monkeys took his caps, when he got his caps back. Let the children dramatize the story. Teacher reads the narrative; the children provide the dialogue as they dramatize. Provide many caps for the children to wear.

5. Play records for children to listen to and act out the emotion felt or the appropriate movement for the music.

   "Getting to Know Myself" by Hap Palmer
   "Dance a Story"
   "Creative Movement and Rhythmic Expression" by Hap Palmer

6. Read The Brave Little Indian by Bill Martin, Holt Rinehart and Winston.

NATIONAL MIGRANT GOAL -

Provide the migrant child with pre-school and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE -

Provide a well planned program with varied opportunities for understanding the social environment, aesthetic world and physical environment.

STATE KINDERGARTEN STANDARD GOAL -

Increase competency and skills in physical coordination and body movement.

STATE KINDERGARTEN STANDARD -

Opportunities are provided for physical development and motor coordination.

34. Upon request the child will touch parts of the body: head, hands, foot, etc.

SUGGESTED ACTIVITIES AND MATERIALS

1. Read the following poem "My Face" by Vivian Gouled. Have the children pantomime the actions and facial expressions mentioned in the poem.

> My face has eyes, a nose and mouth,
> And does so many things.
> It eats and drinks, and yawns and shouts
> And smells and smiles and sings.
>
> It laughs out loud. It whispers, too.
> It helps with all I say.
> I'm really glad I have a face.
> I use it every day!

2. Have the children cut out facial features, from magazine pictures. Paste the parts together to make new faces.

3. Use the mannequin from Peabody Kit or flannel board cutouts. Correctly assemble mannequin. Later assemble incorrectly and ask the child to assemble it correctly.

4. Teach the following verse, saying a child's name in the blank spaces and touching the different parts of the body as you name them.

> "Head, head--here is the head, (name)______ has a wonderful head.
> Eyes, eyes--here are the eyes, __________ has wonderful eyes!
> Nose, nose--here is the nose, __________ has a wonderful nose!"

(Continue the chant with the mouth, ears, neck, shoulders, arms, elbows, hands, legs, knees and feet.)

5. Sing songs and play games in which parts of the body are mentioned.

   Looby Loo

   Hokey Pokey

   Simon Says

   Put Your Finger in the Air

6. Allow children to assemble a human or animal figure using paper geometric shapes.

7. Children imitate a leader in the movement of a specific body part.

   Nod your head

   Bend your elbow

   Stamp your feet

Vary by having children touch any body part to an object in the room or one body part to another body part.

8. State the usage of the body parts; let children supply the name.

   I wave with my______________.

   I smell with my______________.

   I blink with my______________.

9. Mount a polaroid picture of the child on a heavy piece of cardboard. Cut into puzzle of 3-5 pieces. Let child "put himself together" - (and keep his own puzzle).

10. Tape a large piece of butcher paper on the floor. Trace a student's body on the paper. Label parts of the body as the children identify each body part.

11. Follow directions as indicated on Hap Palmer's record: "Learning Basic Skills Through Music - Vocabulary"

12. Give each child a bean bag. Ask children to find their own space. Direct the children to place the bean bag on their

    head
    elbows
    back
    Shoulders
    knees
    any other body part on which it is possible to place a bean bag.

35. Upon request, the child will balance on one foot while the teacher slowly counts to five.

SUGGESTED ACTIVITIES AND MATERIALS

1. Sing children's song "Clapping Land" only change it to "Balancing Land". Have children balance through entire second verse.

   I traveled over land and sea,
   I met a man and old was he,
   "Old man," I said. "Where do you live?"
   And this is what he told me.

   "Follow me to balancing land, balancing land.
   All who wish to live with me
   Must follow me to balancing land."

2. Game "Let's Pretend We're a ________________."
   Have children pretend they are an animal such as an ostrich, seagull or other animal that usually stands on one leg. See if they can do it to one drum beat, two beats.

3. Dramatize the poem, Christopher Robin.

   Christopher Robin goes hoppity, hoppity, hoppity, hoppity, hop.
   Whenever I ask him politely to stop it,
   He says, "I can't possibly stop."
   He goes hoppity, hoppity, hoppity, hoppity
   Hoppity, hoppity, hop.
   (Alternate left, right, then both feet.)

   Oh, its hoppity hop to bed.
   I'd rather stay up instead.
   But when father says "Must",
   There's nothing but just
   Go hoppity hop to bed.

4. Using a small group of children play the game, "The Man Who Lost His Foot." The teacher pretends she lost her foot and stands on one foot while counting to five. Have the children do the same thing.

36. Upon request the child will skip across the room.

SUGGESTED ACTIVITIES AND MATERIALS

1. There should be many hopping opportunities preceding skipping activities. When children are fairly skillful at hopping have them step, hop, step, hop, on alternate feet to skipping music such as Hap Palmer's "Walk Around the Circle."

2. Using the Rainbow Rhythms record, "Cowboys" or the Ginn Music Series, "Galloping" have children pretend to be cowboys or galloping horses. First let right foot lead, then change to left.

3. Game: Paw Paw Patch. Children are seated in a circle with opening left for a "gate". "Suzy (or Mary, or John) is waiting in a corner of the room. Group sings,

   "Where, oh where is dear little Suzy? (or John or Mary)
   Where, oh where is dear little Suzy?
   Where, oh where is dear little Suzy?
   Way down yonder in the Paw Paw Patch.

   Come on boys (or girls) let's go find her.
   (Boys rise and skip in line toward Suzy or Girls rise and skip in line toward John)

   Come on boys, let's go find her
   Come on boys, let's go find her
   Way down yonder in the Paw Paw Patch.

   (as line approaches "Suzy" she takes the front position and leads the line of skipping children back through the "gate" while class sings another verse of "come on boys."

37. Upon request the child will swing each arm individually and both arms together in a circular motion.

SUGGESTED ACTIVITIES AND MATERIALS

1. Using crepe paper streamers have children respond to music with creative body movement.
2. Show pictures of a windmill, helicopter, or airplane. Let children pretend they are one of these. Use music with slow tempo, gradually speed up tempo while children are swinging arms in a circular motion.
    a. Hap Palmer - "Creative Movement and Rhythmic Exploration"
    b. LeCrone Records - Physical Fitness Activities

38. Upon request the child will make a circle on the floor using his leg and foot.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use rhythm to act out "How many ways can you make a circle with your body?"

2. Play "Simon Says"

3. Draw circles in sandbox using foot, hand, and finger.

4. Tape a circle to the floor and have children trace the circle with their feet.

5. Follow directions as indicated on action recordings.

    Hap Palmer record: "Creative Movement and Rhythmic Exploration,"

    Gay Musicians - Multi Purpose Singing Games Henry Glass

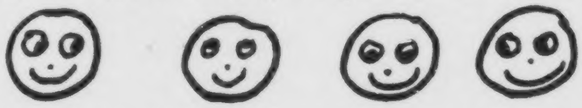
    Learning Basic Skills Through Music Vol. I & II - Hap Palmer Educational Activities, Inc.

6. Allow children to paint with their feet on finger paint paper. Tell them they are helping the wizard stir his brew. Sing - Stirring and stirring and stirring his brew. Ooooh Ooooh Ooooh Ooooh. Repeat above once more.

39. Without moving head the child will follow with his eyes a colored tack on a pencil eraser held eighteen inches from his nose and moved up down, left and right.

SUGGESTED ACTIVITIES AND MATERIALS

1. Teacher prepares cards with faces having eyes looking in different directions. Child imitates expressions as each is shown to him.



2. Have child place his chin on a table, tell him you want to see if he can follow the fairy to her hidden treasure as she flies about. If he moves anything but his eyes the fairy will disappear and he won't be able to find her treasure which she wants to give away. Use a pencil dipped in gold paint and glittered on one tip. Hold the pencil 18 inches from his nose and move it up, down, etc. Later do the same with the child supporting his head on his own.

3. Show the film, "Which hand has the Ball?"
   Look at it Series
   McGraw Hill Company

   Try some of the suggested activities with the children.

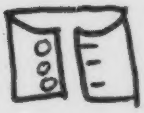
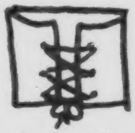
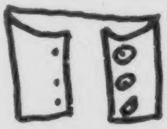
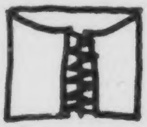
4. Children hold heads still and follow path of a ball suspended from a cord as it swings from side to side.

5. Thumbtack or pin a small plastic airplane to an eraser on a pencil. Let two children work together. One child is the airplane spotter and must follow the movement of the airplane as the other child makes the airplane go.

40. Upon request, the child will button and unbutton large buttons.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give children many opportunities to practice buttoning and unbuttoning with doll and dress-up clothes, paint smocks, etc.
2. Prepare cloth jackets on cardboard rectangles which close in a variety of ways: button, lace, zip, and snap.

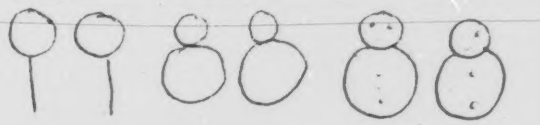
3. Encourage each child to button and unbutton his own clothing when needed. Practice buttoning and unbuttoning with each child individually using dressing frames when necessary.

41. Upon request the child will hold a large primary pencil correctly between his thumb, index finger and middle finger.

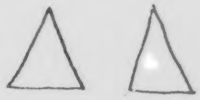
SUGGESTED ACTIVITIES AND MATERIALS

1. Give children many opportunities to paint with a large brush, showing them the proper way to hold the brush.
2. Give children many opportunities to use large pieces of chalk.
3. Provide opportunities for children to use large primary pencils.
4. Do simple writing readiness exercises on the chalkboard.

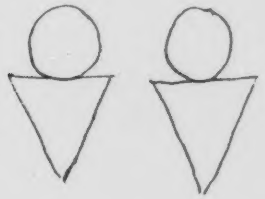
Straight lines and circles -



Slants -



Slants and circles -



42. Upon request the child will walk across the broad side of a balance beam.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children play follow-the-leader on the playground including walking on cracks, on edge of sandbox, on a rope stretched on the ground.

2. Give children many opportunities to walk on a line made by placing a strip of wide masking tape on the floor.

3. When children are able to walk on the masking tape, have them walk on the flat side of a balance beam which has been placed directly on the floor.

4. Proceed to activities on a raised balance beam. Have children practice some of the activities as listed below.

   a. Walk forward on beam, arms held out to each side.
   b. Walk backward on beam, arms held out to each side.
   c. With arms held out to each side, walk to middle, turn around and walk backward.
   d. Walk forward with left foot always in front of right.
   e. Walk forward with right foot always in front of left.
   f. Walk forward and pick up a blackboard eraser from the middle of the beam.
   g. Walk forward with eraser balanced on top of the head.
   h. Walk backward with eraser balanced on top of the head.
   i. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
   j. Hold wand at height of 3 feet. Walk forward and pass under the wand.

43. Given the opportunity the child will turn the pages of a book one at a time.

SUGGESTED ACTIVITIES AND MATERIALS

1. Paper all sides of several large cardboard cartons with book covers. Put a colorful and comfortable pillow in the bottom of each carton and place the cartons in different corners of the room. You'll be surprised at how greatly these reading boxes encourage children to browse through their favorite books.

2. Demonstrate the correct way to turn pages of a book. Make frequent comments such as "I like the way you turn the pages, Jim."

3. Encourage children to use the library center freely. A list of rules for correct handling of books may be dictated by children and posted in library center.

44. Given three-dimensional shapes, the child will trace the outlines of the shapes.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children trace around thick three-dimensional shapes using a large crayon on construction paper. Show children how to trace with one hand and hold the shape with the other. Have these shapes available for independent use by children. Vary activity by having children trace shapes on chalkboard or in a salt tray.

    Jumbo Parquetry & Patterns #6211
    Ideal Co.

    Attribute Blocks
    Selective Educational Equipment, Inc.
    3 Bridge Street
    Newton, Massachusetts 02195

2. Have a triangle and square party! Have the children help prepare the decorations and the refreshments.

    Decorations: Cut out large triangles and squares from colorful magazine picture pages and tape them to the walls. "Is that a triangle or a square?"

    Name Tags: Write half of the children's names on cut out triangles and the rest of the names on squares. "Who's a square? Who's a triangle?"

    Refreshments: Serve triangle and square shaped crackers. Trim the crusts off of bread and make squares and triangles to be "frosted" with jelly.

    Games: Relay races between the two teams. "The triangles won the skipping race and the squares won the hopping race."

    Art Activities: Have the triangle team make triangle faces and the squares team make square faces to take home.

3. Ask the children to make a big circle by holding hands with each other to form a big ring. Play "Ring Around the Rosie" changing the words to: "Skip around the circle, skip around the circle, circle, circle, all fall down!"

4. Have children trace their own hands and the hands of others on paper. Make a Hand Book. Vary by making a Foot Book and/or a Shape Book using assorted objects.

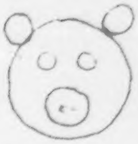
5. Draw a variety of shapes on pieces of tagboard (oaktag) and cover with clear contact paper. Have children use crayons to trace over the shapes. Use paper towels to erase. This may also be used with numbers and letters.

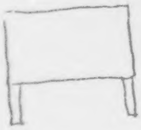
6. Tape top and bottom edges of plastic screen (5 x 5) to oaktag the same size as screening. Draw numbers, letters, shapes on cards to slide between screen and backing. Children then trace numbers, letters or shapes with chalk or crayon. Use paper towels to clean.

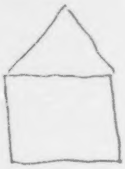
7. Keep a box of animal and seasonal stencils available for children to use independently.

8. Trace shapes with fingers in the air.

9. Give children shapes to trace and cut out. Use these to make a picture as illustrated below.







45. Given two dots, two inches apart, the child will draw a line between two dots without touching them.

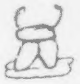
SUGGESTED ACTIVITIES AND MATERIALS

1. Place two chairs two feet apart. Have children walk between them without touching the chairs.

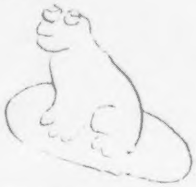
2. Put 2 blocks on the floor 1 foot apart. Have children push a toy truck between them without touching the blocks.

3. Draw two lily pads with frogs on the chalk board. Make a bug finger puppet. Attach the puppet to a piece of chalk. Tell the child he must help the bug get by the frog. If they touch the lily pads the frogs will eat the bug.

   finger puppet

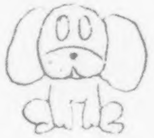
   frog on a lily pad

4. Using large circles on the floor give children the opportunity to draw a line between the circles without touching them. Make the circles smaller and smaller and closer together.

5. Draw dots two inches apart on paper. Tell the child they are fleas. Have a pencil with a picture of a puppy taped to it. Tell the child he must help the puppy get by the fleas. If the pencil touches either dot the dog will have fleas.

   Picture of a dog

46. Given three dots, the child will connect them with a straight line without lifting his pencil off the paper until he has finished.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children view the Look At It Series filmloops, Dot on Path I and II by McGraw Hill. Have children follow the dot with their finger as it moves across the screen.

2. View and discuss Indian Pictures. Tell the children they are going to help make some tepees. Stress that if they take their crayon, chalk, or pencil up before they have finished, the tepee will leak when it rains. Start on chalkboard with dots far apart. Then go to paper reducing size.

3. Game: "Do As I Do" Work with children at the chalkboard. Draw dots and ask children to connect them, trying not to lift the chalk until finished. Ask the children to connect the dots with a straight line. Have dots in a straight line first . . . ., gradually change .·˙ , ˙·. , ⋮ , .˙. . Vary by having the dots between two given lines $\overline{\underline{.\ .\ .}}$ etc.

4. Draw dots on large pieces of paper. Have children connect dots with their fingers first, then have children use a large primary pencil.

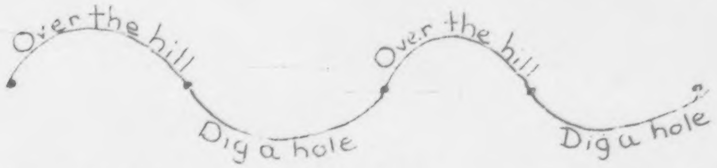
5. Put three blocks on floor and have children use fingers to draw a straight line between the blocks.

47. Given three dots, the child will connect them with a wavy line without lifting his pencil off the paper until he has finished.

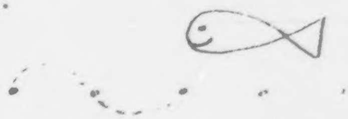
SUGGESTED ACTIVITIES AND MATERIALS

1. Provide many opportunities for children to:
    a. make wavy lines in the air with fingers.
    b. use paint brushes to make wavy lines.
    c. use chalk to make wavy lines on board.
    d. use large crayon to make wavy lines on paper.
    e. use pencil to make wavy lines.

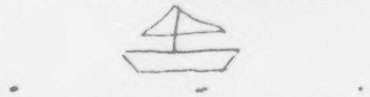
2. As child follows wavy line on chalkboard, teacher chants:



3. Draw a fish on a piece of construction paper. Place dots on paper. Tell the children the fish is sad because there are no waves in the water. Ask them to help the fish by connecting the dots to make the waves.



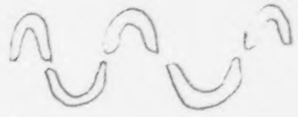
4. Draw a sailboat on a piece of construction paper. Place three dots on the paper. Tell the children the boat is unable to move because there's no wind. Have them show there is some wind by making waves in the water. Connect the three dots with a wavy line.



5. Using pegs and peg boards, have children make wavy lines by weaving yarn along a predetermined path.

6. Give children paper which has been marked with random dots. Have children connect dots with clay, paint, crayon, yarn, pipe cleaners, etc.

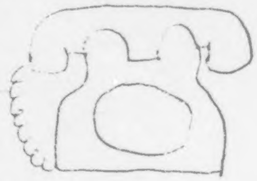
7. Using many pieces of large elbow macaroni glued to a piece of paper, have the child trace around the macaroni with his finger, chalk, crayon and/or pencil.



48. Given several numerals the child will trace them on his paper.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have a picture of a telephone for each child to paste on a large sheet of colored construction paper. Have a set of numerals 0-9 made from file folders or tagboard. Have children choose the numerals needed to make their home phone number, grandmother's number, police station, etc. Have children trace the correct combination of numerals under the picture of the telephone.



0-1-2-3-4-5-6-7-8-9-

2. Teach the children this action song to the tune of "Here we go round the mulberry bush." Show appropriate action for each verse.

"One stroke down and we have a one
To make the numeral 1."

"Half-way round and out we go,
To make the numeral 2."

"Half-way round and half-way round,
To make the numeral 3."

"Down, across, and down again,
To make the numeral 4."

"A man went down the street, turned around the corner
and his hat blew off
To make the numeral 5."

3. Provide many opportunities for children to trace numerals using:

   a. wooden or rubber numerals
   b. cardboard templates
   c. sandpaper, plastic, felt cutouts

4. Have children roll clay into long rolls and arrange the clay to form numerals.

49. Given several letters, the child will trace them on his paper.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to suggested activities for objective 44 and 48 which are applicable.
2. Cardboard letters can be made so that each child can have a set, especially the letters needed to make his name.
3. Make life size paper dolls. Have a set of upper and lower case letters made from file folders or tagboard. Have child trace his name on the chest of his paper doll.

50. Given a piece of paper, the child will hold the scissors correctly and make random cuts.

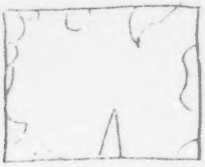
SUGGESTED ACTIVITIES AND MATERIALS

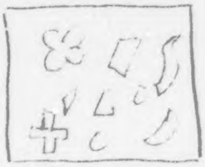
1. Some exercises for developing coordination for cutting with scissors:

   a. Use a hole-puncher to punch holes in paper.
   b. Use tweezers to pick up different sized buttons from one cup and place them in another.
   c. Use tongs to pick up cotton balls from one box and place them in another. Also use tongs to pick up pegs out of slots and place them in other slots.
   d. Pick up objects with clothes pins and put in designated place.
   e. Using fingers, make cutting motions.
   f. Let children tear paper.
   g. Use squeezing action with sponges and basters during water play.
   h. Knead play dough and clay.

2. Have available a box which contains left-over paper, old magazines, catalogs and Sunday funnies for cutting experiences. Paste, scissors, and large pieces of paper should be accessible for children to use to make a collage.

3. Have children fold paper into fourths. (Keep corners together, crease). Have the children cut out shapes around the edges, unfold, and behold! A surprise design. Design may be pasted on colored paper.



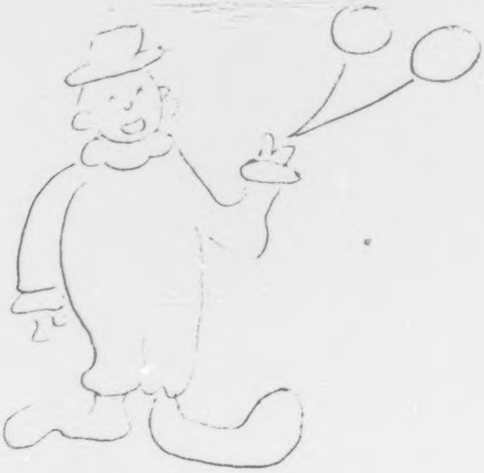


4. Have children cut small pieces of paper to be used to stuff home-made dolls.

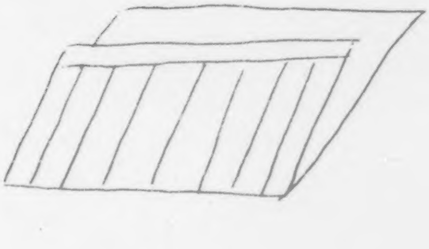
51. Given a line on a piece of paper, the child will hold the scissors correctly and cut the paper along a given line.

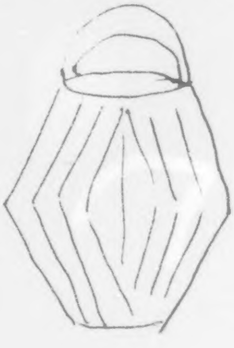
SUGGESTED ACTIVITIES AND MATERIALS

1. Practice free cutting of paper of various types without lines. Be sure left handed pupils have left handed scissors.
2. Make a line on a piece of paper. Paste heavy tagboard on each side of the line. This serves as a cutting guide for the child who has not yet learned to cut with scissors. Later remove the heavy paper guides. Make the line 1/2 inch wide, gradually working the width of the line to normal pencil width.
3. Have children cut circles duplicated on colored construction paper. Use the circles on the bulletin board as balloons for the circus clown.



4. Have children cut strips of paper to be used in a paper weaving activity.
5. Have children cut along straight lines ruled onto construction paper. Make paper chains with the strips (the chains can be used for bulletin board borders, necklaces to take home, creative window designs, etc.)
6. Make Halloween lanterns. Have children cut along straight lines ruled onto construction paper which has been properly folded.

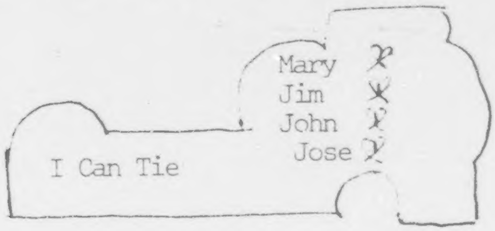




52. Upon request the child will tie his shoelaces in a bow.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use dolls such as Dapper Dan and Dressy Bessy by Milton Bradley Co. Place doll on child's lap. Show the child the steps necessary to tie Dapper Dan's shoes.
2. Place a dressing frame vertically with ties facing outward in the child's lap. Show steps necessary in tying [illegible].
3. Have an "I Can Tie" chart on display in the room. On it have each child's name with a set of shoe laces. If possible have the child stand behind the chart. Teach the necessary steps.



4. Ask child who can tie bows to help children whose shoes are untied.
5. Practice looping and un-looping with twine and jump ropes.
6. Have a pair of men's and ladies' shoes which require tying available in the housekeeping center.
7. Have available large pieces of ribbon which can be used to practice tying bows on dolls.

53. Given a rhythm made by tapping or clapping, the child will repeat the rhythm by tapping or clapping.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give children many opportunities to use rhythm band instruments. Vary activities by:
    a. playing rhythm instruments to accompany a record.
    b. having the children repeat with their instruments the rhythmic patterns heard.

2. Sing B-I-N-G-O

There was a farmer had a dog
and BINGO was his name-O
B I N G O
B I N G O
B I N G O
And BINGO was his name-O.

Repeat the song leaving out the first letter in BINGO, clapping instead. Continue until all the letters have been left out and children are clapping for all five letters.

3. Clap or tap the syllables in a child's name. Have child repeat the pattern.

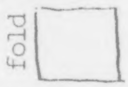
4. Have children clap or tap the patterns heard in parts of songs and fingerplays.

5. Tell children how Indians sent messages with drums. Stress how important it was for them to relay the message correctly. Have children take turns sending the message by beating the message on a drum. Have the group repeat each child's message by using lummi sticks.

Make lummi sticks by folding one full page from the newspaper. Roll until all the paper is used up. Tape sufficiently to hold.

a.

b.



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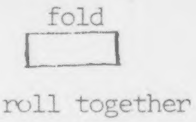


6. Listen for rhythm in environmental sounds such as a faucet dripping, someone walking or running. Have children repeat the rhythm using lummi sticks.

54. Upon request the child will throw a bean-bag into a waste paper basket from a distance of five feet.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children take turns at catching and throwing balls. Start with a large ball and lead to catching and throwing a smaller ball.

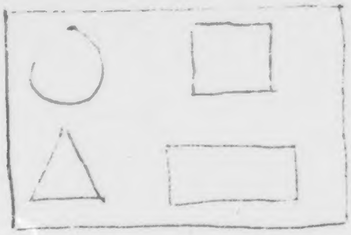
2. Have several children at a time throw bean bags seeing how far each can throw his bean bag.

3. Have the children form a circle. Place a cardboard square in the middle of the circle. Have children throw bean bags on the square.

4. For variety provide practice in:

   a. tossing bean bag into a clown-faced mouth
   b. tossing at a moving target
   c. tossing ring toss circles onto a peg

5. Have a lumber company saw a 4' x 8' plywood board in half. Cut a square, circle, triangle and a rectangle shape out of the board. Use beanbags for this game. Example: Throw the triangle bean bag through the rectangle on the board. You could teach colors by using beanbags of different colors.



55. Upon request the child will catch a bean-bag from a distance of three to five feet.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 54.
2. Play "Catch the Bag." Have children form two lines facing each other. Provide one bean-bag for every two children. Have children toss the bean-bags back and forth. Start at a short distance and have children move further apart as skill increases.

56. Upon request the child will raise his right or left hand.

SUGGESTED ACTIVITIES AND MATERIALS

1. Talk about handedness -- that some people use their right hand to eat, color, write, etc. while some use their left hand.

2. FINGERPLAY AND SONG: "This is my right hand, I'll raise it up high.
   This is my left hand, I'll touch the sky.
   Right hand, left hand, roll them around
   Left hand, right hand, pound, pound, pound."

3. Using fingerpaint make a right and left hand print for each child. Display on bulletin board.

4. Have children follow directions in songs, fingerplays, recordings, films, etc.

   a. Old Brass Wagon
   b. Hokey-Pokey
   c. Learning Basic Skills Through Music
   d. Which Hand Has the Ball?
      Look At It Series
      McGraw-Hill

5. "Touch Game" - "Jeannie touch the aquarium with your right hand. Greg, touch the record player with your left hand, etc."

6. Motor perception activities

   a. Hop on your right foot, left foot
   b. Place bean-bag on your right shoulder, left shoulder
   c. Carry the block in your right hand, left hand

7. Poem: I look to the left,
   I look to the right,
   I don't cross the street
   Til I see a green light.

8. Play the singing game "Looby Loo". To add meaning to the game and to help children learn left and right:

   a. Tie a colorful ribbon on the right wrist.
   b. Tie a piece of yarn on the right ankle.
   c. Use pipe cleaners marking the backs of hands, etc.

9. Make a right hand and left hand book. Use fingerpaint or trace and cut hands out of wall paper.

57. Upon request the child will point to his front or back.

SUGGESTED ACTIVITIES AND MATERIALS

1. Help children identify the front and back of dolls.
2. Make cardboard color circles hung on a piece of yarn. Have child put one on in front and one in back. Stand child in front of a mirror. Ask: "What color is on your back?" Work in groups of two. What color is on _______________'s back?

3. Follow directions as indicated on Hap Palmer's Learning Basic Skills Through Music.
4. Play a game with a doll. "Johnny put the doll in front of Suzie, in back of John, in front of the door, in back of the record player." Vary using other objects found in the classroom.
5. Discuss the front and back of the body. Ask children to name things we find in front of the body.
6. Play Simon Says: Hands in front of you--in back.

58. Upon request the child will point up or point down.

SUGGESTED ACTIVITIES AND MATERIALS

1. Teach nursery rhymes such as "Hickory Dickory Dock," "Jack and Jill," and "The Noble Duke of York."

2. Play "Ring Around the Rosie."

3. Discuss up and down with the children. Do the actions that go with the Hap Palmer record. "Put Your Hands Up in the Air." Teaching Basic Skills Through Music, Vol. I.

4. Game: "Do What I Do"
   Stand up, sit down, jump up, squat down, point up, point down.
   Beat a drum as you give these directions.

5. Instruct children to point up as the leader holds up a circle, down if he holds up a square.

6. Use fingerplays which teach up and down such as:

   Point to the right of me,
   Point to the left of me,
   Point up above me,
   Point down below.

   Right hand up,
   Left hand up,
   Right hand down
   Left hand down,
   Down so slow.

7. Sing songs such as:

   Up on the Housetop

   The People on the Bus Go Up and Down

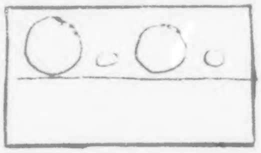
59. Repeating after a model, the child will copy a series of shapes of different sizes.

SUGGESTED ACTIVITIES AND MATERIALS

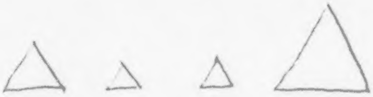
1. Using finger paint an adult makes a series of shapes. Child is asked to copy the series.

2. Many chalkboard experiences (drawing a family of circles or squares - father circle, mother circle, baby circle, etc.) should precede paper and pencil exercises.

3. Give child a sheet of 9" x 12" paper. Have him fold it in half. Use crayon to mark the fold making two boxes. In top box make a family of red bubbles. In bottom box have the child paste precut construction paper circles to make a like family. Vary by making families of other like shapes of different sizes.



4. Game "Let's Feed the Puppies" - Use the flannel board with cutouts of two puppies and two plates. Teacher feeds the first puppy shapes of different sizes. Examples:



   The child is asked to feed his puppy the same thing. This activity can also be done using the chalkboard.

5. Provide various sizes of beads for stringing in patterns.

60. Repeating after a model, the child will copy a line, circle and square.

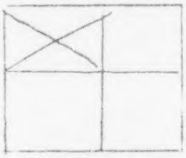
SUGGESTED ACTIVITIES AND MATERIALS

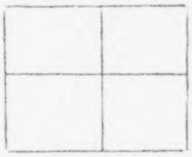
1. Game "Let's Get Out of the Desert" - Show children a picture of a desert emphasizing how sandy it is. Using two trays filled with table salt tell the children in the small group if they do what the miner (teacher) does, they can get out. Teacher makes a line (circle, square) in the salt with her finger, always ending on an edge (being the way out). Child does the same with his tray of salt. If the child makes a mistake, shake the salt and start over. Later convert to crayons, pencil, or magic marker on paper.

2. Show pictures of shapes, have children reproduce them on large paper.

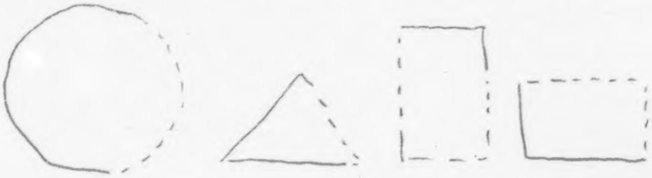
3. Have children paste cut-out shapes on pages upon which like shapes have been drawn.

4. Fold paper into fourths. Draw lines corner to corner in each square. Have children do the same on their paper.

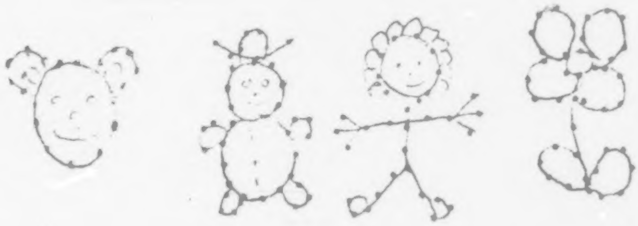




5. Playing "Finish the Shape" (on the chalkboard draw parts of various shapes. Encourage children to visualize the total shape. Have a volunteer draw what is needed to complete the shape.)



6. Give children opportunities to complete dot-to-dot pictures.



61. Repeating after a model, the child will copy a series of circles and squares of the same size.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 59.
2. Cut out several sizes of shapes. Let children put all shapes that are the same size in sets.
3. In small groups use clay to make series of circles and squares that are the same size. Use clay flat or coiled.
4. Using two-dimensional shapes give children many opportunities to copy patterns of shapes.

STATE KINDERGARTEN GOAL -

Develop sound health and safety habits and attitudes.

STATE KINDERGARTEN STANDARD -

Students demonstrate good health habits.

62. The child will wash his hands before mealtime and after toileting.

SUGGESTED ACTIVITIES AND MATERIALS

1. Teach songs such as:

   This is the way we wash our hands.

2. Show appropriate films on cleanliness.

63. The child will use a handkerchief or tissue to clean his nose when needed.

SUGGESTED ACTIVITIES AND MATERIALS

1. Teach songs such as:

When I have to go kerchoo
Do you know what I always do?
My hanky covers both mouth and nose
And into the hanky my kerchoo goes.

STATE KINDERGARTEN STANDARD -

Students practice safety procedures in situations involving activities and use of tools.

64. The child will state one thing which he has learned concerning the proper use of tools at the carpentry bench.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 1

STATE KINDERGARTEN STANDARD -

Students demonstrate ability to follow basic safety rules.

65. The child will state one thing which he has learned concerning safety at school.

SUGGESTED ACTIVITIES AND MATERIALS

1. Discuss safety rules followed at school.
2. Make a bulletin board showing children engaged in activities around school. Point out how safety rules are being followed in each picture.
3. See objective 4, activity #12.

NATIONAL MIGRANT GOAL -

Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE -

Provide planned experiences and activities for the development of basic concepts, skills, and appreciations, and healthy attitudes toward people and things.

STATE KINDERGARTEN STANDARD GOAL -

Develop beginning understanding of quantitative relationships.

STATE KINDERGARTEN STANDARD -

Child develops a beginning understanding of space and quantity relationships.

66. Given a group of circles, triangles, squares and rectangles, the child will locate each upon request.

SUGGESTED ACTIVITIES AND MATERIALS

1. Make large ○ △, □ ; laminate, if possible. Give directions such as, skip to the circle, hop to the square, run to the triangle.

2. Place shapes in children's hands while their eyes are closed, giving them the opportunity to feel and name the shapes. Vary by using a "Feely Bag."

3. Look for shapes in the environment...a window may be a rectangle, square tiles on the floor, etc.

4. Play "I See Something in the Room Shaped Like...?

5. Have children cut out different shapes found in magazines. Paste them on paper to make a poster.

6. Place shapes made of construction paper on the opaque or overhead projector. Have children point out a specific shape upon request.

7. Give children shapes made of construction paper in several sizes and colors. Have children see what they can make from the shapes.

8. Teacher prepares small paper shapes in different colors. Tape or pin a shape on the shirt or dress of each child. Use the shapes as a way to take turns..."If you are wearing a triangle, you may come and choose a rhythm band instrument." "If you are wearing a circle, you may go to the tables for juice time." "If you are wearing a rectangle, please stand."

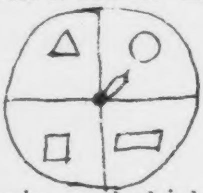
9. Follow directions as indicated on action recordings.

   Teaching Basic Skills Through Music
   Hap Palmer Record, Vol. 2
   Triangle Circle or Square

10. Make a shape-mobile.

11. Make shape books.

12. Provide each child with a set of shape cards. Make a spinner card as shown.



Have children show their card which matches the shape pointed to by the arrow.

13. Have available some of the following materials for children to use:

   a. Geometric insets
   b. Sorting boards
   c. Shape puzzles
   d. Templates

67. Given various shapes, the child will identify each.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 66.

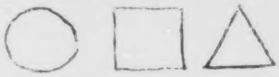
2. With yarn make outlines of shapes on the floor. As children stand inside shapes, have them name the shapes.

3. Have children find various shapes in the room as they sing to the tune of "Did you ever see a Lassie?" "Did you ever see a circle, a circle, a circle? Did you ever see a circle, please show us one now."

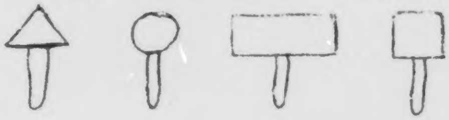
4. Game: "Let's Go Fishing." - Draw shapes on fish cut from construction paper. Put paper clip on each fish. Make a fishing pole from stick, string and magnet. Have children name the shape which is on the fish they have caught.

5. Play games as directed in commercially prepared kits such as the Giant Steps Perceptual Skill Kit by Reader's Digest Company.

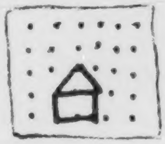
6. Pass out plastic leis to each child. Have available Attribute Blocks by Selective Educational Equipment, Inc., 3 Bridge Street, Newton, Mass. 02195. Have children shape their leis like various blocks. Teacher and children identify shapes as they work together.



7. Put shapes on the ends of tongue depressers. Divide the group into two teams for a relay game. As the relay progresses the leader calls out the shape which will be picked up.



8. Make shapes with pegs of a pegboard and put a rubberband around them. Have children identify the shapes.



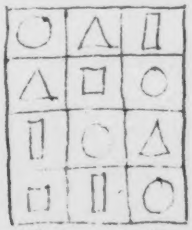
9. Make a large animal of plywood with an opening at the mouth large enough for attribute blocks to go through. As children "feed" the animal various shapes have them identify each shape.

10. Play the game "Simon Says"...Put various shapes on the table or floor. "Simon says pick up a square" or "Simon says put the circle on the floor," etc.

11. Read appropriate books to children such as Shapes by Miriam Schlein.

12. During the Hokey Pokey game, use ○, □, △, or ▭.
Reword the song: "You put your circle in, you take your circle out, etc.

13. Using a large sheet of tagboard make a playing card as illustrated.



Play a game using attribute blocks. Using the attribute blocks, have each child name the block he has chosen and place it over a corresponding shape on the playing card.

68. Given a set of three (3) objects in a row, the child will point to the correct object associated with the position term for first, middle and last.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children arrange chairs to play train. Ask, "Who is in the first (middle or last) seat?"

2. Use songs such as "Three Blue Pigeons." Each "Pigeon" is given a position: first, second, third. Pupils "fly" when their position is called. Many variations of this game and song can be done.

   Three blue pigeons sitting on a wall,
   Three blue pigeons sitting on a wall,
   Say:
   One flew away and then there were--
   Sing:
   Two blue pigeons, etc.
   Continue until there are:
   No blue pigeons, etc.

3. Discuss who will paint first, second, last. Apply this to any activity where more than one child plans to do the same activity. Emphasize that the position of middle is the one that comes between the other two objects or people.

4. During circle time, line up three children in front of the group. Say, "Laura is first in line. She may choose a fingerplay for us to say together." "Jill is in the middle. She may choose a song for us to sing together." "George is last. He may choose a book for storytime."

5. Arrange three objects on the flannelboard. Using the left side as a starting point, ask one child to point to the first object, the object in the middle, and the last object.

6. When baking a cake, point out the two layers and the frosting which is in the middle of the two layers.

69. Given a series of objects, the child will identify the biggest object in the series.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to Language Experiences in Early Childhood by Roach Van Allen and Claryce Allen for suggested activities.

2. Relate size to everyday living. Choose any object and ask a child to tell how big it is. Select a child to find something smaller than the object. Select another child to find something bigger than the object. Repeat this activity with many objects in the classroom.

3. Make collections of objects that illustrate relative size. Label three boxes "Big," "Bigger," and "Biggest." Ask children to bring to school three things that are alike except for size. These objects can be put in the proper box.

4. Play the game "What is Big?" Have a child say, "I am big. Can you see something bigger than I am?" Have children take turns naming things that are bigger.

5. Make available to children stories via books, flannel board, story cards, films, filmstrips and records where size is an important idea. Some examples are:

   "Thumbelina"

   "Little Toot"

   "Gulliver's Travels"

   "Snow White and the Seven Dwarfs"

   "The Elves and the Shoemaker"

   "The Three Bears"

   "The Little Engine That Could"

   Little, Big, Biggest by Bowmar

   Just the Right Size by Jane R. Hengesbaugh

   How Big is Big? by Herman and Nina Schneider

   A Little Dog Grows Bigger by Grace Skaar

   Have children dramatize stories using real objects when possible.

6. Have children use clay to make a series of objects of different sizes. Have children point out the biggest and smallest.

7. Cut out shapes of various sizes out of construction paper. Give each child an assortment of these shapes to paste onto a large piece of construction paper. Ask the child to point to the biggest shape in his picture. Have child glue glitter onto this shape.

8. Make available to children "Kitty in the Keg," a manipulative toy by Childcraft. As child removes each keg to find the kitty which is hidden in the last keg ask, "Which keg is the biggest?"

9. Have available to children puzzles which have pieces arranged from large to small. Have conversation concerning which piece is the biggest.

10. Making a snowman is another way to help preschoolers learn the words big, bigger, and biggest. Make a snowman using circles cut from construction paper. First make a big circle, then a bigger one, and then one that will be the biggest of all. Ask, "Which is the biggest circle?" Then point to the smallest of the three and ask, "Who can show me a circle that's bigger than this one?" Put the circles one above the other - the biggest on the bottom and the smallest on top - to make a big snowman!

70. Given a series of objects, the child will identify the smallest object in the series.

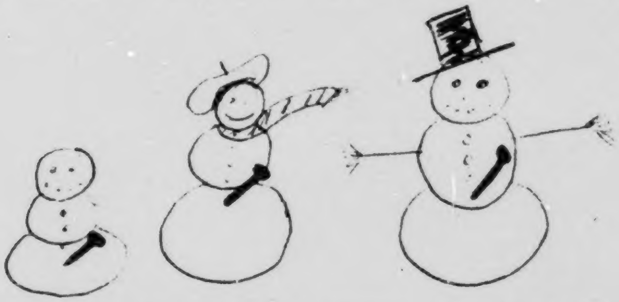
SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 69.

2. Activities for objective 69 and 70 can be implemented on a spontaneous basis...in the classroom, on the playground, in the lunchroom, on field trips, etc. Adults working with young children must be able to turn any situation into a "teachable moment."

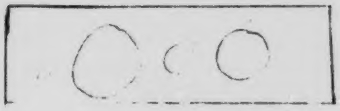
3. Provide children many opportunities to sort objects by size.

4. Make a ring toss game. As children ring a snowman, help them verbalize, "I tossed the ring onto the smallest snowman, etc."



5. As children collect rocks, shells, leaves, etc. lead children to decide which object is the smallest and biggest.

6. Use language master and cards. Have children choose the smallest and/or biggest shape.



71. Given two (2) objects of different sizes, the child will select the smaller or bigger object.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objectives 69 and 70.

2. Make pancakes of different sizes discussing size as they are made: "Which is the bigger or smaller of the two?"

3. Place in the housekeeping area different sizes of plates, plastic glasses, measuring cups, etc., for children to use. Encourage conversation about the comparative size of these items.

4. Use blocks to build two structures. Lead children to decide which is the smaller or bigger of the two.

5. Using plastic shapes which come in two sizes, group according to size. Put all the smaller shapes in one group; all the bigger shapes in the other group. Encourage verbalization. "This square goes in this group because it is the smaller of the squares."

72. Given four objects or pictures of objects, two of which are the same size, the child will point to the two objects which are the same size.

SUGGESTED ACTIVITIES AND MATERIALS.

1. Refer to activities for objectives 69, 70 and 71 which are appropriate for this objective. Adapt where necessary.

73. Given two pieces of yarn of different lengths, the student will tell which is longer and which is shorter.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objectives 69, 70, and 71 which are appropriate for this objective. Adapt where necessary.

74. Given three objects or pictures of objects of different heights, the child will tell which is tallest and which is the shortest.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objectives 69, 70, and 71 which are appropriate for this objective. Adapt where necessary.

75. Given two (2) objects of different weights, the child will indicate the heavier or lighter of the two objects.

SUGGESTED ACTIVITIES AND MATERIALS

1. Help children discover the importance of weight in the use of the see-saw. Show how a heavier child will cause his end of the see-saw to go down while the lighter child's end will go up.

2. Have children use simple scales to determine weight of various objects in the classroom.

3. Use a rocking boat to demonstrate that two children of the same weight can balance the boat, but two children of different weights cannot.

4. Follow directions as indicated on commercially prepared materials such as:

   Sense and Tell
   Scott, Foresman Preprimary Science Systems

   Zerox AAA Science Materials

5. During sand and water play, guide discussion by asking children such questions as: "When you fill these two containers which is heavier? lighter?" Have available containers of different sizes and shapes.

6. Game "Let's Go on a Treasure Hunt." - Take the class outside and divide the class into three small groups led by one adult for each group. "We want to find things that are hard to pick up because they are heavy. Let's see what is heavy." Give children an opportunity to lift each item. Encourage verbalization.

7. Give children many opportunities to observe and guess the weights of different items available in the classroom.

8. Have children find something in the room that is lighter or heavier than a particular item. Each child participates by finding a lighter item.

76. Given two (2) sets of objects of different quantity, the child will indicate which set has more or fewer members.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give child 2 boxes each containing a number of like items (cars in one box, beads in the other) with one box containing more. Ask the child to match one to one by putting one car and one bead in each of the cups in an egg carton. Make such comments as: "Since we have used up all the cars, there must be more beads than there are cars," etc.

2. Use one-to-one matching to discover if the class has more boys than girls. Count girls and make a mark for each girl on the chalkboard; count boys and make a mark for each boy on the chalkboard. Have each boy stand by a girl. If there are any boys left, make such comments as, "There are 12 boys and 8 girls. There are more boys than there are girls. There are fewer girls than there are boys."

3. Count children to see how many milk cartons will be needed. Deliberately place fewer cartons on the table. Do a one to one matching to see if there are enough milk cartons. Make such comments as: "We have more children than milk cartons," or "We have fewer milk cartons than children."

4. Give the child a set of red pegs and a set of blue pegs. Ask the child to place the red pegs on one pegboard and the blue pegs on the other pegboard. Have the child decide whether he has more blue or red pegs. If he has more blue pegs than red pegs, help him see that he has fewer red pegs than blue pegs.

77. Given the opportunity, the child will clap faster or slower than the model.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have children tap rhythm sticks with a steady 1, 2, 3, 4 beat. Have one child beat a drum on every fourth beat. Discuss which rhythm is faster and which is slower.

2. Dramatize slow, heavy giant steps compared to light, airy fairy steps.

3. Dramatize "The Bear Hunt"

(All statements and actions listed below are first stated by the leader and repeated by the group).

"I'm going on a bear hunt.
But I'm not afraid
I've got my gun.
And bullets at my side.
Do you want to come along?
Sure. I'm not afraid.
Then let's go (slap hands on thighs to make sounds of walking, keep this up for a few seconds)
There's a river up ahead
There's a bridge across it.
Well, let's cross the bridge. (slap hands on floor, resume hands on thighs)
I don't see any bears (hands to eyes, squint, look around)
But there are some weeds up ahead.
Might as well go through them. (hold arms in front of you and rub hands together to make swishing noise)
Whew! I am glad we are through the woods.
Here's another river.
But no bridge.
How can we get across?
Guess we will have to swim. (Make a diving and swimming motion)
I'm all wet.
Oh well! But I still don't see any bears.
Maybe if we climb that tree and look around. (climbing motion)
Here we are at the top of the tree. (look slowly all around)
Still no bears.
But there's a hill. Maybe the bears are on the other side. (climb down tree)
Up the hill. (hands slowly on thighs)
Whew! What a big hill. Here's the top.
Let's run down. (hands faster and faster)
Here we are at the bottom.
There's a cave up ahead. (whisper)
It's dark in there.
Should we go in?
Sure.
Are you afraid?
No-oo-oo
Okay, let's go.
Shhhhh!! It sure is dark.

Say, what is this big furry thing? (run hand down imaginary figure)
It's a, A BEAR! Run! (repeat all motions in reverse until we get back home)
Wow! Here we are back home.
Take off the gun.
Take off the bullets.
Jump into bed.
Pull covers up over my head.
(peak out from covers) "I'm glad we didn't kill him. He was such a cute bear."

4. Read Jack and the Beanstalk to the children. Explain to the children that they can walk only as fast as they can clap their hands. Pretend to climb Jack's beanstalk. The teacher's clapping will represent the giant's footsteps. To get away they must go faster than the giant (the teacher's clapping). To go slower tell them that they are following the giant but they musn't go as fast as he is or he'll hear them and turn around and catch them.

5. Divide the class into four groups. Ask one group to repeat a slow clapping pattern, one to repeat a faster pattern and the third group to repeat the fastest pattern. Have a fourth group be observers. Rotate the groups so that every group has an opportunity to observe the others.

6. Clap out the rhythm of two songs which represent decidedly different beats. Discuss which song has the slower or the faster beat.

7. Read appropriate books to children such as:

    The Brave Little Indian
    by Bill Martin
    Holt Rinehart and Winston

78. Given two objects, the child will point to the object which is above the other.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give each child a beanbag. Have children follow directions by putting their beanbag above their head, above their foot, above their hand, above objects in the room, etc.

2. Take pupils out of doors for observation of things that are above them: the sky, the trees, the roofs of houses, the clouds, etc.

3. Have children make mobiles to hang in the classroom "above" their heads.

4. Read appropriate books to children such as:

   Up Above and Down Below
   by Irma E. Webber
   Scott Foresman and Company

5. Have large shapes taped to the wall at the child's eye level. Using yarn balls have the child throw the yarn ball "above the circle, below the square, above the triangle, etc." Also, let children decide where to throw and let them tell you, "It hit above the rectangle, etc."

6. Follow directions as indicated on commercially prepared kits.

   Giant Steps Perceptual Skills
   Reader's Digest

   Peabody Language Development Kit
   American Guidance

   Readiness in Language Arts
   Behavioral Research Laboratories

   "Positions in Space" Posters
   F.A. Owen, Co.

7. Using flannel board cutouts have children say verses such as:

   The mouse is below the stool,
   The cat is on the stool.
   The canary is over the cat,
   The moon is above them all.

8. Observe growing plants to perceive the parts which grow above and below the surface of the soil.

79. Given two objects, the child will point to the object which is below the other.

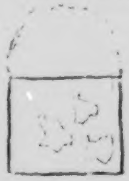
SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 78.

80. Given one circle and two triangles, the child will place the circle between the triangles.

SUGGESTED ACTIVITIES AND MATERIALS

1. Make tagboard squares with pictures of animals mounted on them. Hang one around each child's neck with a piece of yarn. Have three children stand facing the group. Ask different children to arrange and rearrange the three children so that the puppy is "between" the cat and the mouse. Continue until each animal has been placed in the "between" position. Alternate children and pictures and begin again.



2. Working in small groups have children place geometric shapes (or other classroom objects) so that certain shapes are between other shapes. Help children verbalize what is going on. "I put the rectangle between the square and the triangle."

3. Follow directions as indicated on commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

   Readiness in Language Arts
   Behavioral Research Laboratories

4. Using the child's own face...have him point first to his eyes, then to his mouth. Ask him "what is between your eyes and your mouth?" or "What is between your shoulders and your hands?" "Your waist and your knees?"

5. Have children place flannel cut-out of astronaut, stars, rocket ship, satellite. between the earth and the moon.

6. Provide many opportunities for children to make sandwiches using varying ingredients. Ask questions such as: "What did we put between the two slices of bread? etc."

7. At various times during the day, emphasize "between" by asking Mary to sit 'between' Carol and Sue.

81. Given circles, triangles, and a box, the child will place the circles inside the box and the triangles outside the box.

SUGGESTED ACTIVITIES AND MATERIALS

1. Using hula hoops, or rope have children walk around the outside of the circle as music is played. As soon as the music stops have children jump inside the circle. Each time the music stops have one child verbalize where he is.

   Example: I am inside the circle.

   Vary by having children place objects inside the circle as directed by the leader.

2. When children have finished using a favorite puppet, say, "It's time for Bozo to rest. Mary, will you put Bozo inside his little home?"

3. Follow directions as indicated in commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

   Readiness in Language Arts
   Behavioral Research Laboratories

4. Have children use a play tunnel to experience "inside or outside."

5. Have children play the Hap Palmer circle game from "Getting to Know Myself" Learning Basic Skills Through Movement.

6. Make a doll house out of a cardboard box or building blocks. Discuss what can be found "inside" the house and "outside" the house. Have some objects available for children to place inside and outside the house.

7. Play singing game, "In and Out the Window."

   Go in and out the window.
   Go in and out the window.
   Go in and out the window.
   As we have done before.

   Now stand and face your partner.
   Now stand and face your partner.
   Now stand and face your partner.
   As we have done before.

   Now bow before you leave him.
   Now bow before you leave him.
   Now bow before you leave him.
   As we have done before.

8. Draw several large circles on the floor of the classroom or on a concrete surface outdoors. Ask children to volunteer to get in a circle. On a signal from a leader have each child run and get "inside" a different circle.

9. Play "Squirrels in Trees." Two children join hands to form a tree. Each tree must have one child "inside" to be the "squirrel." There should be one child without a tree. When a signal is given the squirrels in the trees must find a new tree. The extra child tries to get inside a tree as the others are changing.

10. Play a game of marbles. Discuss shooting the marbles from the "inside" of the ring to the "outside" of the ring.

11. Use the terminology inside and outside whenever applicable throughout the day.

82. Given several triangles, the child will place the triangles together.

SUGGESTED ACTIVITIES AND MATERIALS

1. Mount pictures of animals on tagboard squares. Punch hole in tagboard and insert a piece of yarn long enough to be hung around each child's neck. Have the children group themselves together as animals that are pets, farm animals, birds, etc. (Illustration - Objective 80, #1.)

2. Give each child several parquetry blocks or attribute blocks. Have children put blocks together according to size, color, shape, thickness. Encourage verbalization such as:

   "We put all the red shapes together"
   "We put all the red squares together in this group and all the blue squares together in that group."

3. Follow directions as indicated on commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

   Readiness in Language Arts
   Behavioral Research Laboratories

4. Give many opportunities for children to use manipulative toys where pieces are joined "together."

   Tinker toys
   Lego blocks
   Interlockers
   Snap blocks
   Puzzles

5. In the housekeeping area, provide dividers to hold knives, forks, and spoons. Ask those playing in the kitchen area to put all the forks 'together' in one section of the divider, etc. Encourage storing other like items together.

83. Given a block the child will place the block in front of him.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on action recordings such as:

   Learning Basic Skills Through Movement
   Hap Palmer
   Educational Activities, Inc.

2. Follow directions as indicated on commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

3. Give each child a yarn ball, bean bag or classroom ball. Ask children to find their own space. Tell children they are in their own space if without moving they can stretch their arms and legs as far from them as possible without touching another child. Have each child place the ball "in front of" him. Use this activity to teach other concepts such as behind, around, under, on, near, and beside.

   Yarn balls, or bean bags or classroom balls. Use all of one kind--one for every child.

4. Have children form two lines facing each other. Have each child tell which child is in front of him.

5. Using objects in the room, make up games such as: "Can you stand in front of the wagon" or "Can you jump behind the chair," etc.

6. Occasionally, have children form a line by starting the line at the back. Form the line by saying, "Joey, you may stand in front of Sylvia," etc.

84. Given a block, the child will place the block behind him.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 83.
2. Play "Hide and Seek." Explain that each person must hide behind something. After each child is found, ask him where he was hiding. Elicit answers such as "I was hiding 'behind' the piano."

85. Given three chairs, the child will walk "around" the chairs.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activity #3 for objective 83.

2. Play games such as:

   a. Here We Go Around the Mulberry Bush
   b. Ring Around the Rosie
   c. Musical Chairs

3. Play an appropriate record such as Ella Jenkins' "Rhythms Around the Chair" and Hap Palmer's Learning Basic Skills Through Movement, "March Around the Alphabet." Have children march around chairs and other classroom objects.

4. Have relay races around objects on the playground.

86. Given two blocks, the child will point to the block which is across the table from him.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give children opportunities to walk "across" a balance beam.
2. Read appropriate books to children such as The Three Billy Goats Gruff.
3. During meal time, have children tell who is 'across' the table from them.
4. Play games which involve skipping, hopping, jumping, and running across from one side of an object or place in space to the other side.

87. Given a block, the child will place the block under the table.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activity #3 for objective 83.
2. During cleanup time, remind children to look "under" their tables and chairs for scraps, etc.
3. Play singing games which stress the concept "under," such as London Bridge.
4. When using name charts, color charts and flannelboard activities, ask, "Whose name is 'under' Ramon's name?" etc.
5. Hide a small toy under one of several colorful margarine cups. Have children guess which cup the toy is hiding under.

88. Given several shapes, the child will point to the shape that is at the top.

SUGGESTED ACTIVITIES AND MATERIALS

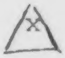
1. When children climb the ladder on a slide, help them verbalize that they are "at the top" of the ladder.
2. When using the flannelboard, ask children to name the figures which are "at the top" of the flannelboard. Use the flannelboard to tell the rhyme, "Jack and Jill." Have children put the well "at the top" of the hill.
3. Read appropriate books to children such as: Jack and the Beanstalk. Emphasize what Jack found.
4. Whenever possible, ask children such questions as: "What do you see 'at the top' of this page, picture, poster?"

89. Given several shapes, the child will point to the top of each shape.

SUGGESTED ACTIVITIES AND MATERIALS

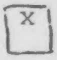
1. Have each child do various activities (eg. walking, hopping, jumping, etc.) while balancing a beanbag on top of his head.

2. Using plastic geometric shapes or shapes made of construction paper and a small toy, ask children to place the small toy on the "top of" a particular shape.



Small toy

X - Child



small toy

x - Child

3. Stack three colored blocks. Ask different children what color is at the top of the stack, at the bottom, and in the middle.

90. Given several objects, the child will point to the bottom of each object.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities #2 and #3 for objective 89.
2. While preparing aquarium, discuss what will always be "on the bottom" of the aquarium. (gravel, shells, etc.)

91. Given several objects on the table, the child will touch the object nearest him.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activity #3 for objective 83.
2. Follow directions as indicated on action recordings such as:

   Learning Basic Skills Through Movement
   Hap Palmer
   Educational Activities, Inc.

3. Place chairs within a defined area. As music is played, children march around the chairs. When the music stops have children sit in the chair which is "nearest" him.
4. Follow directions as indicated on commercially prepared materials such as:

   Peabody Language Development Kit
   American Guidance

92. Given a toy the child will place the toy on the table.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activity #3, objective 83.
2. Place many large cutout shapes on the floor. Play a favorite record. When the music stops have the children sit on one of the shapes. Call on several children to tell the group statements such as: "I am sitting 'on' the red triangle."
3. Using several geometric shapes and a small toy have children place the toy "on" certain shapes. Alternate by having the child tell the adult where to place the toy.

93. Given a toy the child will place the toy beside him.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activity #3, objective 83.

STATE KINDERGARTEN STANDARD -

The child develops initial mathematical concepts.

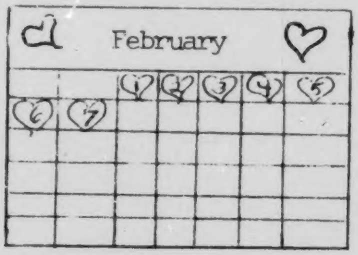
94. Upon request, the child will rote count to ten.

SUGGESTED ACTIVITIES AND MATERIALS

1. Sing songs which require rote counting such as: "Ten Little Indians."
2. Make rote counting a part of every day experiences - count while children swing, jump, skip. Count sheets of paper needed for drawing: straws, napkins, etc., needed for snacks.
3. Teach children many counting fingerplays such as: "Count to Ten."

   "Let's all hop 10 times.
   1-2-3-4-5-6-7-8-9-10!
   Let's all clap 10 times.
   1-2-3-4-5-6-7-8-9-10!
   Let's all wink 10 times.
   1-2-3-4-5-6-7-8-9-10!
   Let's all touch our toes 10 times.
   1-2-3-4-5-6-7-8-9-10!

4. After singing "Happy Birthday" to a classmate, have children clap as many times as the new age of the child. Have children count while they clap.
5. Make a calendar for each month. As each day comes, place the numeral for that day on the calendar giving the children the opportunity to rote count from the first day of the month to the present day.



6. Give children many opportunities to count objects by the use of many kinds of manipulative teaching aides.

   Counting bars or frames
   Number sorter boards
   Beads for stringing
   Pegs and pegboards
   Number dominoes
   Cubicle counting blocks
   Numberite

95. Upon request, the child will select from a set of objects, the amount specified orally.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on action recordings such as:

   Learning Basic Skills Through Music Vol. II
   Hap Palmer
   Activity Records, Inc.

2. During the course of a typical day, give many opportunities for children to select a given number of objects.

   a. smocks needed for painting at the easel.
   b. snacks needed for children present.
   c. straws, napkins, forks, spoons, etc., as needed.
   d. children to help carry the rocking boat from one spot to another .
   e. puzzles for a group to put together.
   f. books you would like to look at with your friend.

3. Have a large assortment of hand-size items on the floor. Play a favorite record for children. Direct the children to pick up a specified number of items when they hear the music stop. Have each child count his items to the group.

4. When assigning tasks for the day, have children select who will help them with their job.

   Example: "Mary you may choose two of your friends to bring in the balls today."

5. During cooking experiences have children "read" the picture recipe. Provide more ingredients than the recipe calls for. Have children select the amount needed.

6. Use decorated shoe boxes which contain many objects for counting (bottle caps, stones, buttons, tooth picks, straws macaroni). Have each child select a specific number of objects. Have the children tell the class how many items they have selected. Hold up a number card which corresponds to the number of items selected by the child.

7. Use an empty egg carton. Cut 2 compartments off so that only 10 are left. Number each section of the carton. Put 55 dried beans (or macaroni shells, paper clips, etc.) in a pile. Ask a child to put one bean in the one hole. Ask another child to put two beans in the two hole,

8. Play the game "Guess What I Said." Whisper a direction to one child such as "jump three times," "hop five times on the same foot," "touch the floor four times," etc. The child does what is whispered to him while the others try to guess what it was by watching and counting.

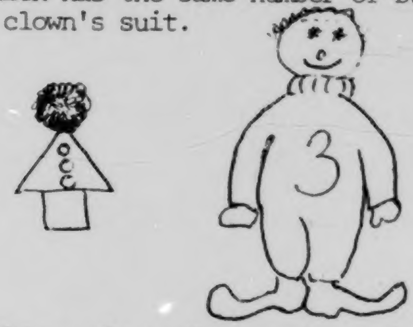
96. Upon request the child will select from a set of objects the amount specified by the numerical symbol.

SUGGESTED ACTIVITIES AND MATERIALS

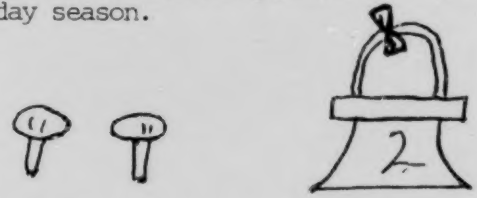
1. Follow directions as indicated on action recordings such as:

   Math Readiness
   Learning Basic Skills Through Music Vol. II
   Hap Palmer
   Activity Records, Inc.

2. Use several counting clowns. Have children place the hat on the clown which has the same number of buttons as the numeral which is on each clown's suit.

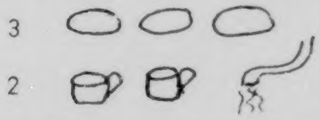


3. Have children place the correct number of eggs in the basket according to the numeral printed on the basket. Vary according to holiday season.

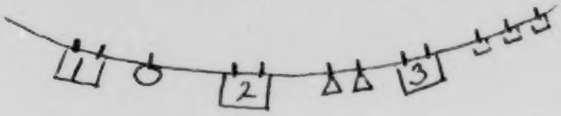


4. During cooking experiences, give children opportunities to "read" sequential cooking charts.

   Example: Cooking Chart



5. Make a number line by attaching numeral cards to a clothesline. Have children attach the correct number of objects beside each numeral.



6. Encourage each child to choose a card on which a numeral is written. He then bounces a ball, claps his hands, hops, etc., the number of times indicated by the numeral.

STATE KINDERGARTEN STANDARD -

Child demonstrates skills in dealing with mathematical processes and seeing relationships and patterns in daily activities.

97. Given a set of objects of varying geometric forms, the child is able to identify the basic geometric shapes of each object.

SUGGESTED ACTIVITIES AND MATERIALS

1. Take "shape walks" in and around the school campus. Have children identify the basic geometric shape in objects which they see. Have the leader of the group wear an apron with four pockets. In each pocket place the four basic shapes. As children identify the basic shapes of objects they see take that shape out of the pocket and say such things as, "The door is shaped like a rectangle."

2. Use the overhead projector for placing classroom articles on the surface. Have the children identify the basic geometric shape of each article.

3. Have objects of different shapes in a specially decorated bag. Pass the bag around so that each child can select an object. Ask a child to tell the class what it is and what shape it resembles.

4. Read appropriate books to children such as Shapes by Mariam Schlein.

5. Follow directions as indicated on action recordings such as:

   Learning Basic Skills Through Music Vol. II
   Hap Palmer.

6. Cut out paper shapes to construct a large mobile. Tape objects on the paper shapes which take on the same form as each shape.

   Examples: a badge on a paper circle
   stamp on a paper square

   Have children match the objects to the correct shape.

98. Given a set of objects to distribute, the child will demonstrate one-to-one correspondence by giving each member of the group one object.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activity #2, objective 95.
2. Provide many opportunities for children to distribute books, papers, scissors, crayons, paint brushes, etc.
3. Provide opportunities for children to use flannelboard cutouts for one-to-one matching.

   Examples:
   - a. one bone for each dog
   - b. one bowl for each kitten
   - c. one apple for each tree

99. Given three objects in a specific order, the child is able to remember the order and put them back in order after the teacher has rearranged them.

SUGGESTED ACTIVITIES AND MATERIALS

1. Put three zoo or farm animals in parade order. Ask children to close their eyes as the animals are rearranged in a different order. When children open their eyes the teacher asks, "Who can put the animals back the way they were?"

2. Have three children stand in a row in front of the group. Ask the children to look at the three carefully, then close their eyes. Rearrange the three children so that they are in a different order. Ask the children if anything is different. "Who can put the three the way they were in the beginning?" Continue giving many children the opportunity.

100. Given pairs of objects of basic colors, the child is able to match the objects by color.

SUGGESTED ACTIVITIES AND MATERIALS

1. Play color games with children as a group activity. Say "I see someone who has green on today. It is Toby. Can you find someone else who has on green today?" Have all children wearing the same color sit together.

2. Follow directions as indicated on action records such as Hap Palmer's Learning Basic Skills Through Music Vol. II, "Parade of Colors."

3. Have children use egg cartons to sort pegs of different colors.

4. Have a special week for each color. Collect and point out items of that color all week long. Make a "color" book each week. During each week go on "Color Walks" encouraging children to find things which are the color being emphasized for that week. Make a table collection or bulletin board display of these items. Change weekly until all of the basic colors have been used.

5. Relate colors to everyday living. Have children find things in the classroom which are the same color.

6. Give children many opportunities to say fingerplays which have color words in them.

7. Have a red bag, a yellow box, and a blue can available in the classroom. Have a group of objects on a tray. Ask the children to choose an object and put it in the proper container matching the color of the object to the color of the container. Continue the activity using green, purple, orange; then black, white, pink, brown.

8. During circle time, hold up a piece of colored construction paper. Ask, "What color is this?" "Who is wearing something which is the same color?"

9. Give children many opportunities to match objects by color. Use manipulative items in the classroom such as:

   a. stacking disks
   b. color cubes
   c. attribute blocks
   d. pegs and pegboards
   e. beads
   f. dominoes
   g. lotto games

101. Given a group objects, the child is able to classify them into two groups.

SUGGESTED ACTIVITIES AND MATERIALS

1. Use two colorfully decorated containers. Place a variety of nuts, bolts, screws, washers, and a large assortment of toy animals before the children. Have children classify the items into two groups.

2. Give children opportunities to experiment with objects without any directions. Ask them why they "classified" objects as they did.

3. Follow directions as indicated on commercially prepared kits such as:

   Peabody Language Development Kit
   American Guidance

   Giant Steps, Perceptual Skills
   Reader's Digest Company

4. Classify attribute blocks according to
   a. color
   b. size: large or small
   c. thickness: thick or thin
   d. shape: circles, triangles, rectangles, squares

5. Classify objects
   a. circus animals: farm animals
   b. fruits, vegetables
   c. boy's/men's clothes, girl's/ladies' clothes
   d. things that float; things that sink
   e. things that are heavy, things that are light

6. On a table or a rug place four objects, three of which belong together. Have children sing the following song from Sesame Street:

   One of these things is not like the others,
   One of these things doesn't belong,
   One of these things is not like the others,
   See if you can tell before we finish this song."

   Have children remove the object that doesn't belong. Have available an object which could be classified with the other three.

7. Give children many opportunities to classify items into two groups by using such items as:
   a. beads of different shapes and colors
   b. flannel board classification kits

102. Given three pictures in a specific order, the child is able to remember the order and put them back in order after the teacher has rearranged them.

SUGGESTED ACTIVITIES AND MATERIALS

1. Choose a familiar set of pictures. Working with a small group talk about what happened first, second, third. Have children arrange pictures correctly. Some of the following materials may be used:

   Tell Again Story Cards
   Louise Bender Scott
   Webster Division - McGraw-Hill

   Early Childhood Discovery Materials
   Bank Street College of Education
   MacMillian Company

   Comic strips from newspaper

   See-Quees Board
   Judy Company

2. Give a small group of children four pictures which are unrelated. Arrange them in a certain order. Ask children to close their eyes. Rearrange the pictures. Ask, "Who can put the pictures back the way they were at first?" Use pictures from Peabody Kit.

3. Cut pictures from magazines and mount on tagboard. Use these to tell a short story. Have children arrange the pictures in the correct order. Ask one child to rearrange the pictures. Have another child close his eyes as this is done and then place them in their original order.

4. Take snapshots of a cooking activity, class project or field trip as it progresses. Show and discuss pictures with the children. Have children choose which happened first, etc. Rearrange the pictures and have children arrange pictures in the correct order.

5. Mount pictures of the children participating in various activities during a typical day. Have children arrange them in the same order as they occur each day.

6. Place 2 (3 or 4) objects (animals, cars, toys, etc.) in an ordered line on a table or rug. Discuss positions with children. Which is first? Which is second? Which is last? Rearrange the objects. "Who can put them back the way they were?"

103. Given several shapes, the child will match the ones which are the same shape.

SUGGESTED ACTIVITIES AND MATERIALS

1. Have special "Shape Weeks". Collect and point out items of that shape all week long. Make a "Shape Book." Go on a "Shape Walk" encouraging children to find things which are that shape. Make a table collection and bulletin display of items which are the same shape as the shape being studied. Change weekly until all four basic shapes have been used.

2. Give many opportunities for matching using:
   - a. building blocks
   - b. cut-out cardboard shapes
   - c. shapes drawn on different kinds of paper
   - d. shape dominoes
   - e. shape Lotto games
   - f. form boards

3. Sing songs from Sesame Street such as:

   One of these shapes is not like the others,
   One of these shapes doesn't belong.
   One of these shapes is not like the others,
   See if you can tell before we finish this song.

4. Game "Let's Feed the Lions". The lions are hungry today. But all they'll eat are ____________ (squares, triangles, rectangles or circles). "Who can help me feed the lions?

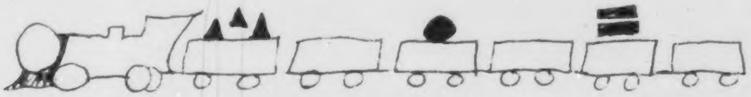
5. Follow directions as indicated on action recordings such as Hap Palmer's Learning Basic Skills Through Music Vol. II, Activity Records, Inc.

6. Put colored tape on the floor in the shape of circles, squares, rectangles and triangles. Give each child an assortment of shapes. Have children place their shapes inside like shapes on the floor.

104. Upon request the child will match sets of like shapes according to quantity.

SUGGESTED ACTIVITIES AND MATERIALS

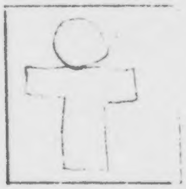
1. Make a large train for the bulletin board. Fill every other car with like shapes. Have children fill the empty cars with the same shapes that are contained in the preceeding cars.

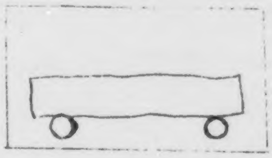


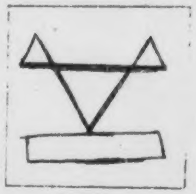
2. Using a small quantity, the leader stacks a few like shapes. Have children make a matching stack.

3. Using parquetry blocks have children match blocks to pattern sheets.

4. Prepare cardboard cards covered with flannel with outline of shapes drawn on them with magic markers.
   Examples:



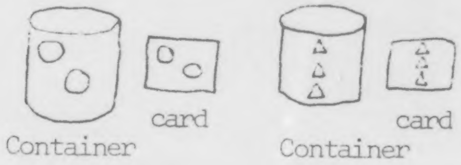




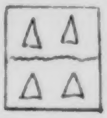
Have children match felt shapes to outlines on flannel boards.

5. Have children play with lotto games and dominos using sets of like shapes of different quantities.

6. Have many containers with different sets of like shapes pictured on the outside of each container. Have a set of pictures to match the pictures on each container. Let children place each picture in its' proper container.



7. Teacher made puzzles.



8. Game, "Let's Feed the Puppies" Have available pictures of two puppies and two colorful dishes. Say, "These puppies are funny. One won't eat unless the other has exactly the same thing to eat. This puppy wants △ △ △ Who can feed the other puppy exactly the same thing?" Use different shapes in different quantities to nine.

STATE KINDERGARTEN STANDARD GOAL -

Grow in understanding and competency in dealing with the social world.

STATE KINDERGARTEN STANDARD -

The child grows in his understanding of how people live and work together.

105. Given the opportunity, the child will name the members of his family.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 106.
2. Read appropriate books and show films and filmstrips about families.
3. Place figures of adults, children and babies by the flannelboard. Ask individual children to choose the figures which represent his family members and encourage children to name and tell something about each member.
4. Make a "Family Book." Cut and paste pictures from magazines to represent the members of a child's family. As the child tells about his family, write the name of each family member on the page.
5. Teach fingerplays which mention family members such as:

   This is my father.
   This is my mother.
   This is my brother tall.
   This is my sister.
   This is the baby.
   Oh! How I love them all.

106. Upon request, the child will tell one thing which each family member does.

SUGGESTED ACTIVITIES AND MATERIALS

1. During meal time, discuss food on the menu. "Where do oranges come from? How do they get to the store? Who picks them? Do you know someone who picks oranges?" Sing "Thank you song".

   Thank you, Mr.____________
   Thank you now we say
   For picking oranges for us
   Every, every day.

2. Display community worker picture cards. Show tools and objects that are associated with these workers. Ask, "What is this?" "Tell the name of the helper who uses this or brings this to us."

3. Use hand puppet family by Childcraft. Working with a small group of children, have children be the mother, father, uncle, aunt, grandparents, etc. Ask many questions that will help each child express worthwhile contributions of family members.

4. Discuss how each child's family members earn money to buy food and clothes for the family. Carefully instill in each child that we need everyone, and each job a family member may have is important.

5. Make separate charts or collages of what mothers, fathers and children do to help the home.

6. Visit a packing and/or canning plant and a supermarket, and give the children the opportunity to tell what fruits or vegetables they see that their parents pick in the fields. Relate this to the contribution their life work makes to the rest of society.

7. Talk to children about what they want to do when they grow up. Let them relate to a group the work that their parents do. Emphasize the positive aspect of each child's parent's occupation.

8. Read appropriate books such as:

   Mommies are for Loving
   Ruth Bonn Penn
   G.P. Putman and Sons

107. Given the opportunity, the child will name school and community helpers.

SUGGESTED ACTIVITIES AND MATERIALS

1. Refer to activities for objective 108.

108. Upon request the child will explain the role of school and community helpers.

SUGGESTED ACTIVITIES AND MATERIALS

1. Secure pictures of various school and community workers. Ask the children what they want to be when they grow up. Encourage the child to tell why he wants to be a particular kind of worker. As individuals respond, write on a strip of paper the child's name followed by the words "wants to be a(an)": Place the strip beside the picture of the appropriate worker.

    a. Workers in our Neighborhood
    Louise Bender Scott
    Webster-Division McGraw Hill Book Co.

    b. A Health and Safety Program
    Scott Foresman and Co.

    c. Pict-o-graph Community helpers
    The Standard Publishing Co.

    d. Awareness of the World Around You
    Educational Progress Corporation

2. Place pictures of community helpers on chalk rail. Describe an incident...One day John saw smoke coming from a house window as he passed. A bright flame showed at another window. He ran to a telephone, called the __________, and said ____________. Child chooses the appropriate pictures to complete the story.

3. Scatter Peabody cards, with pictures of different helpers, on the floor. Discuss the name of each helper and what he does for us.

4. Use hand puppets of Community Helpers by Childcraft to dramatize roles.

5. Read appropriate books to children such as

    My Friend the Fireman

    My Friend the Doctor

    My Friend the Policeman

    David C. Cook Publishing Co.

6. Using the toy telephone have children pretend they are calling each of the following for help:

    a. a friend
    b. the doctor
    c. the policeman
    d. the fire department
    e. a repairman

7. Arrange for field trips to fire station, post office, etc. If possible have different community helpers pay a visit to the school. (Remember to write "thank you notes" following these activities.)

8. Place special articles of clothing and equipment used by community helpers in special "Prop" boxes. Have a separate "Prop" box for each helper. Have these available for children to wear and use during interest center time.

STATE KINDERGARTEN STANDARD GOAL -

Develop techniques in getting along with others.

STATE KINDERGARTEN STANDARD -

Child demonstrates evidence of growth in understanding his social surroundings.

109. Given a set of pictures of articles of clothing to which the child has been exposed, the child will name the articles of clothing.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on commercially prepared materials such as:
   Peabody Language Development Kit
   American Guidance

2. Follow directions as indicated on action recordings by Hap Palmer.
   Learning Basic Skills to Music
   Educational Activities, Inc.

3. Game - "Let's Get Ready for a Trip." Have a play suitcase. Tell the children they are going on a trip and are packing their suitcase. As they put pictures of clothing or real articles of clothing in the suitcase, have them name each article of clothing.

4. Discuss the clothing worn by the children as to color, kind of material, when to wear them and why (or purpose).

5. Construct a clothing store in the room, and allow the children to try on and pretend to purchase different articles of clothing.

6. Prepare cards depicting a variety of types of clothing. Display several cards on chalk rail or pocket chart. Describe an event or activity and ask child to choose an appropriate outfit. Example: "Susan is getting ready for bed. What would she wear?" "John is going to play in his wading pool. What will he wear?"

7. Using felt clothes and doll on the flannel board, dress a little boy and/or girl for a:
   a. rainy day
   b. sunshiny day
   c. cold day
   d. play day

110. Given a set of animal pictures to which the child has been exposed the child will name the animals.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on commercially prepared materials such as:

   Early Childhood Discovery Materials
   Bank Street College of Education
   The MacMillan Company

   Peabody Language Development Kit
   American Guidance

   Adventures in Living
   Western Publishing Company

   Tell Again Story Cards
   Louise Bender Scott
   Webster Division, McGraw-Hill Book Co.

   Farm Songs for the Flannel Board
   David C. Cook Publishing Company

2. Follow directions as indicated on action recordings by Hap Palmer such as:

   Learning Basic Skills to Music
   Educational Activities, Inc.

3. Read appropriate books to children such as:

   Brown Bear - Bill Martin
   Holt, Rinehart and Winston

4. View appropriate filmstrips such as:

   "Just Animals" and "A Visit to a Pet Store"
   Eye Gate House

5. If possible, take field trips to places nearby where children can see, touch, hear and smell animals.

6. Place animal picture cards on the floor. Have children follow the leader's directions. "Greg, place your right hand on the bear, your left foot on the bird, and your nose on the cow."

7. In planning a field trip to a farm, county fair, or petting zoo, list animals which will be seen. Have pictures of these animals available if possible. In evaluating the trip, discuss which animals were actually seen.

8. Show pictures of animals and have children imitate their walk. Some examples are:

    a. Kangaroo: Squat down on heels. Now spring up, jumping forward with both feet at once. Sink back to squatting position.
    b. Duck: Squat down on heels. Tuck hands under arms to make wings. Stay squatting down - swing one foot ahead, shifting your weight to that foot. Shift other foot forward to waddle.
    c. Crab: Sit on floor. Bend knees, put feet flat on floor. Place hands, palms down, on floor behind you. Raise self so only hand and feet are touching floor. Walk forward, backward, sideways. Demonstrate.
    d. Dog: Bend from waist until hands touch floor. Keeping knees stiff, run forward on all fours.
    e. Seal: Lie face down on floor. Raise self up on hand and pull body forward with your hands as seal does with flippers. Legs and feet will drag like the seal's tail.
    f. Elephant: Clasp hands in front of body to make trunk. Bend forward from waist. Walk forward taking heavy steps like elephants.

9. Borrow a chicken and a duck to visit school at the same time. Have children observe how these animals are alike and different.

111. Upon request, the child will name at least five means of transportation.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on commercially prepared kits such as:

   Early Childhood Discovery Materials
   Bank Street College of Education
   The MacMillan Company

   Peabody Language Development Kit
   American Guidance

   Transportation Teaching Pictures
   David C. Cook Publishing Company

2. Show appropriate films.

3. Follow directions as indicated on action recordings by Hap Palmer.

   Learning Basic Skills Through Music - Vocabulary
   Educational Activities

4. Read appropriate books to children such as:

   The Giant Nursery Book of Things that Go
   George J. Zaffo Company
   Working Wheels - Holt Rinehard & Winston

   Me and My Tricycle - Bowmar
   The Little Engine That Could
   Let's Take An Airplane Trip

5. If possible, take field trips to places nearby where children can see and possibly ride in planes, trains, buses, fire engines, ambulances, etc.

6. Make up transportation riddles such as "I carry people on tracks. What am I?

7. Ask the children, "How many ways can you think of to get to the store? Can we walk? Go by boat? Plane? Bus? Car?" Young children have wonderful imaginations. Help them use their imaginations to solve real problems. Reason together and decide the best way to go somewhere "What if you had to take a heavy package there? What if it were raining?

8. Make a "Getting There" poster. Look through old magazines for pictures of cars, boats, etc. Have children cut them out and paste them on a large piece of paper. Print the name of each object next to the picture. With crayons the children can color in water for the boats, tracks for the trains, roads for the cars and sky and clouds for the planes.

112. Upon request the child will classify at least five objects or products as to where they could be purchased or obtained.

SUGGESTED ACTIVITIES AND MATERIALS

1. Provide an area for child to set up a store. In each section of the store display certain items. Encourage children to acquaint themselves with the sections of the store.

2. Plan field trips to various stores and allow actual participation of children in purchasing items. Before each field trip, discuss and show pictures of what happens there, what there is to see or buy, how you buy, etc. After returning, make experience charts, show pictures taken while there, draw pictures of events. Let children pretend to buy and sell items.

3. Show pictures of familiar items or have real objects available. Ask child to name the place where the item can be purchased or obtained.

4. Collect miniature vegetables, fruit, furniture, clothing, tools. Put in box. As children draw out an item have them tell in what kind of store this item could be purchased.

5. Game: Name Three. Ask children to name or choose from pictures 3 things they could buy in a) grocery store, b) furniture store, c) hardware store.

6. Follow directions as indicated on commercially prepared materials.

   Readiness in Language Arts
   Picture Cards - Enrichment Materials
   Behavioral Research Laboratories

   Early Childhood Discovery Materials
   Bank Street College of Education
   The MacMillan Company

   Peabody Language Development Kit
   American Guidance

113. Given a list of things to do and see, the child will tell where these things may be seen or done.

SUGGESTED ACTIVITIES AND MATERIALS

1. After a field trip taken by the class, show children pictures taken on the trip. Have children state where they were and what they did.
2. Using pictures of familiar activities, help children make a chart. Some possible classifications could be:
    a. indoor and outdoor activities
    b. winter and summer activities
    c. work and play activities
    d. home and school activities
3. Have a surprise box which contains pictures of many items and activities which the children have seen and done on their many field trips. During circle time, have children take turns picking a card out of the surprise box and telling the other children where this was seen or done.
4. Using pictures from the Peabody Kit, show children pictures of furniture. Have children tell where each piece would be found in the home.
5. Show action pictures. Let the children tell you where you might find this happening (a policeman directing traffic, a butcher, a dancer, children on a bus, children in school, etc.).
6. Where Can You Find It? Play game with pictures of various objects. Ask children to name the places where they are found.
7. Where Can You Do This? Show pictures. Ask children to identify the place this can be done. Where would you:
    a. Ride in the swing?
    b. Ride in a boat?
    c. Ride on the Ferris wheel?

114. Given instructions orally, the child will return materials to their proper places after use.

SUGGESTED ACTIVITIES AND MATERIALS

1. During the course of a typical day many opportunities arise to return materials to their proper places after use. Set up the ground rules at the beginning of the year. Materials should consistently be returned to the same location each time. With proper leadership children learn quickly what is expected of them. This is best accomplished by establishing a good daily routine, by setting a good example, and by having reasonable limits and standards.
2. Color code or tape small pictures of items on the shelves where items are to be stored.
3. When an activity, instructional aid, or piece of equipment is introduced, the child is shown the place to which the item is to be returned when the task is completed. A signal should be given near the end of the activity period so child will have sufficient time to replace items in shelves or cabinets.
4. On occasion play a pretend game with children. "If I were a puzzle, where would I live?"
5. Play Simon says. "Put away the peg boards by hopping, skipping, etc."
6. View appropriate films such as:

   "Courtesy for Beginnings"
   Coronet Films

115. Having learned the proper use and care of materials, the child will demonstrate the proper use and care of materials.

SUGGESTED ACTIVITIES AND MATERIALS

1. Children are great little actors and love to play grown-up. From the very beginning of the year talk about taking care of things as Mother does and as the teacher and assistants do. Help children realize that toys and materials that are taken care of properly will be there for someone to use the next time they are wanted or needed.
2. Help each child to learn how to use the materials in the classroom. Praise him when he handles the materials properly. The child should be encouraged to help with cleaning up the classroom each day.
3. Develop simple experience charts of rules for use and care of materials with help from the children. These charts are posted in relevant areas in the classroom and can be reviewed with children if a reminder should be necessary.

116. The child pays attention in a group activity without being reminded for:

   a. 0 - 2 minutes
   b. more than 2 but less than 4 minutes
   c. more than 4 but less than 6 minutes
   d. more than 6 but less than 8 minutes
   e. more than 8 minutes

SUGGESTED ACTIVITIES AND MATERIALS

1. During small and large group instruction strive to hold children's attention. If a child feels the group is having fun he will almost always want to be a part of it. The secret is to make learning a fun game! Children will enjoy themselves more if the adults are also having fun. Smile--it's catching!

117. Given the opportunity, the child will work as a member of a small group in obtaining a common goal set by the group or by the teacher.

SUGGESTED ACTIVITIES AND MATERIALS

1. Whenever a small group of children are working together, during interest center time, art project, structured learning situations, etc., it is important to make each child feel that his ideas and contributions are worthwhile. Once the child feels important he will want to take part in working toward the common goal.

2. Work with a committee of children in planning a project or mural. When the children get underway, leave them to complete the project, solving problems as they arise. The teacher acts as consultant if needed. Be alert for child initiated projects that are of common interest.

3. During interest center time give small groups of children definite tasks in each center or let children decide what their tasks will be. Example:

   Block building - Build a bridge for the cars.

   Housekeeping - Get things ready for Maria's birthday party.

NATIONAL MIGRANT GOAL -

Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

STATE DEPARTMENT OF EDUCATION MIGRANT SECTION GUIDELINE -

Provide experiences and activities for the development of self-confidence and positive self-image.

STATE KINDERGARTEN STANDARD GOAL -

Develop a positive self-concept.

118. Given an opportunity, a child will tell the group one thing about himself which he feels is important or good.

SUGGESTED ACTIVITIES AND MATERIALS

1. Recognize each child's individuality, and help him develop a healthy self-concept so that he can relate something good about himself. This is a continuing activity. Always give opportunities for daily successes. Display all the children's projects. Have interest tables for objects students bring to share from home.
2. Several times during the year, weigh and measure children so that they know they are growing bigger.
3. Names are important to a child's self-concept. Provide many opportunities for a child to use his own name: "I am here" chart - Helper's chart - Names on cubbies. Write names clearly and attractively on all pupils' work. Use each child's name individually and frequently when talking with him.
4. Help children develop **a good self-concept** by pointing out his good characteristics throughout the day. Play games such as "Who is wearing a pretty red dress; or who has big brown eyes?"
5. Have children make a scrapbook about themselves. Take a snapshot of the child for the first page. Have children cut out figures to represent his family on another page. Subject for pages: I am __________. Here is my family. I like to __________. I live at (address). Here is my hand __________. I have a (pet).

STATE KINDERGARTEN STANDARD -

The program provides opportunities for the child to see, enjoy and experiment with arts and crafts materials.

119. Given various art experiences, the child will describe verbally what he has experienced.

SUGGESTED ACTIVITIES AND MATERIALS

1. Do a single art activity with two children. Have these two children tell a small group of children what they need to do to complete their project.

2. After field trips have children make a picture of what they saw or did. "Tell me (us) about your picture."

3. Encourage conversation within small groups as children are involved in art projects.

4. Before children leave for the day ask several children to show the class something they made at school. Ask them to tell the class how it was made, what they did first, second, etc.

5. Expose children to the following (and many other) art materials:

   a. Finger paint.
   b. Tempera paint.
   c. Water colors.
   d. Plasticene clay, play dough.
   e. Moist clay.
   f. Magic markers.
   g. Crayons, pencils, chalk.
   h. Pipe cleaners.
   i. Paste, glue.
   j. Scissors.
   k. Cloth, construction paper, crepe paper.
   l. Items from nature, tree bark, etc.

   Suggestions for introducing art materials to children:

   a. show the group the materials
   b. set up ground rules for their use
   c. clearly name each material
   d. give the materials to the children and allow them to proceed within the framework set by the teacher
   e. avoid setting up models for them to copy--remember, beautifully finished products come from factories, not children.

6. Have the child tell you something about his art work. Write his words on the picture.

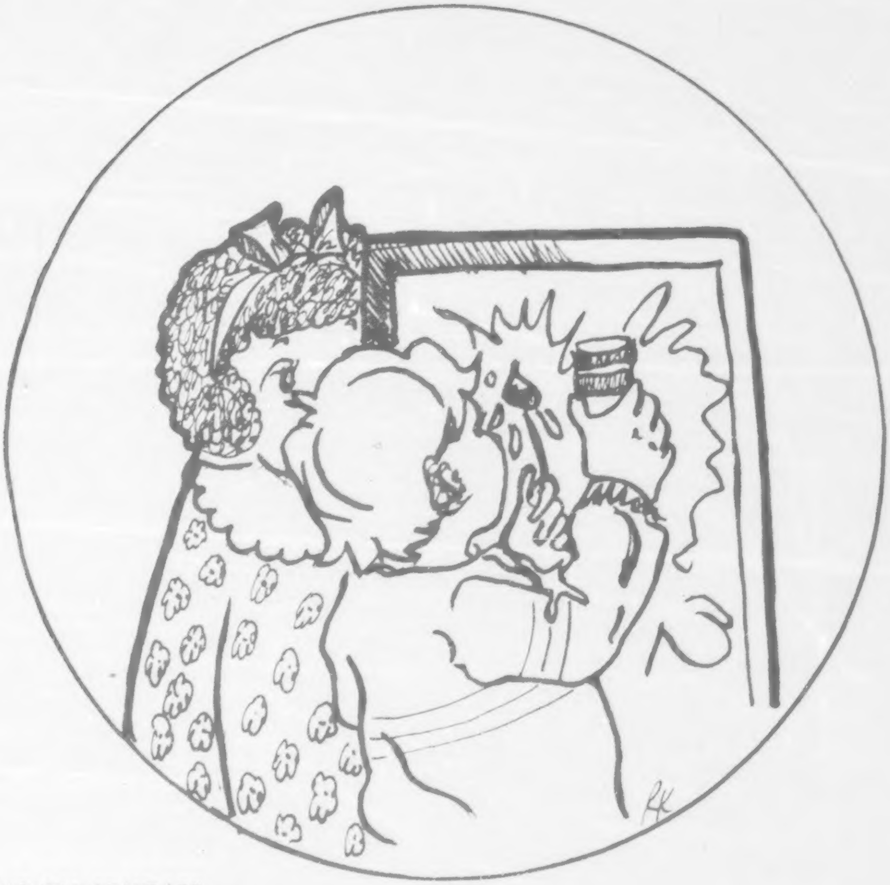
STATE KINDERGARTEN STANDARD -

Child demonstrates ability to use a variety of arts and crafts materials to manipulate and construct concepts related to various areas of learning.

120. Given the opportunity and appropriate materials, the child will construct an item relating to something that he is learning in the classroom; e.g., a clay animal or a number booklet.

SUGGESTED ACTIVITIES AND MATERIALS

1. During interest center time, provide children with a variety of art experiences. Some examples are:
    a. Cutting experiences - construction paper, magazines, wall paper, old greeting cards, ad sections of the newspaper
    b. Painting experiences - finger painting on table (Press paper on table to pick up design), at the easel, bottle painting (old roll-on deodorant bottles), paint blowing through straws, string painting, sponge and moss painting.
    c. Clay and play dough experiences
    d. Holiday art - Choose projects which can be done by the children and not by the adults for the children.
    e. Experiences with paper - folding, mixing colors, tearing, glueing, assembling pre-cut pieces, coloring, stapling, cutting, illustrating stories and experiences, creating designs.
    f. Experiences with wood, ceramics - decorating containers, yarn, weaving
    g. Woodworking experiences - hammer and nails, saws, vise, wood, wheels



STATE KINDERGARTEN STANDARD -

Child demonstrates ability to use a variety of arts and crafts materials to express and revise concepts related to various areas of learning.

121. Given the opportunity of choosing from a variety of arts and crafts materials, the child will choose media which he likes best to use.

SUGGESTED ACTIVITIES AND MATERIALS

1. As each arts and crafts experience is initially presented, guidelines are presented to the children in the use, care and storing of materials. Follow up to insure that these "rules" are followed. Within this structure, the child uses materials and techniques freely and creatively. Children are often encouraged to experiment with a new media. Allowing them to share these experiences with others can be rewarding to them. However, emphasis should not be placed on the end product, but instead emphasis should be placed on the processes used.

122. After constructing a simple object and upon request, the child will tell how he made it.

SUGGESTED ACTIVITIES AND MATERIALS

1. Teachers and aides move freely around the centers as work progresses involving children in conversation about their projects.

2. When a child completes a project he is especially proud of, arrange a time to show it to the class and explain it or encourage him to take it to "show and tell" to another interested adult (custodian, principal, another teacher he likes, the lunchroom manager.).

3. Have children role-play host and hostess roles. When visitors come to the classroom ask a child to show them around the interest centers, display tables, and to explain bulletin boards, individual and class projects.

4. Have open house for other classes in the school to visit to see what the children have done. Before the visit, have children decide what they want to show the visitors.

5. Take time to talk to each child about his creative works..."Tell me about what you have made!" Encourage children to talk to each other while they are creating so that they become fluent in describing what they are doing.

6. Occasionally call the group together after interest center time is over and before everything has been put away. Ask three or four children to show the group what they have made. Encourage them to tell how they made it, what they like best about it, and if they could make it again what part they would enjoy making the most.

STATE KINDERGARTEN STANDARD -

Child expresses unique ideas and patterns through the use of basic art and craft tools.

123. Given the appropriate materials and opportunity, the child will make a painting using his own ideas.

SUGGESTED ACITVITIES AND MATERIALS

1. Have available at all times at least two easels with a variety of pre-mixed fresh paints. Children should feel free to paint as they desire. Occasionally easels may be placed out-of-doors for children to have a greater variety of light and shade. Large sheets of painting paper may be taped to a wall or attached to a fence with clothes pins for children's use.

124. Given the appropriate materials and opportunity, the child will illustrate a part of a story or poem.

SUGGESTED ACTIVITIES AND MATERIALS

1. Remove the wrappers from wax crayons of several sizes. Place those crayons in a container easily accessible to children. Have drawing paper, white and colored newsprint of various sizes available for the children to use. Vary with large soft lead pencils, magic markers, etc.

STATE KINDERGARTEN STANDARD -

The program provides opportunities for students to express ideas and feelings through music.

125. Given music of varying moods, the child will perform free body movement to express his ideas and feelings.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions ad indicated on action recordings such as:

    a. Mod Marches
    Learning Basic Skills Through Music
    Halp Palmer
    Educational Activities, Inc.

    b. Creative Rhythms for All Ages
    Harold and Mary Jane LeCrone
    Instructor Publications, Inc.

    c. "When Johnny Comes Marching Home"
    Capital Record - Vol. 2: Listen, Move and Dance

    d. "Boston Pops Play" - RCA Victor

    e. "Carnival of Animals" - Educational Record Sales

    f. "My Playful Scarf" - Young People's Records #10016

    g. "Waltz of the Flowers" - RCA Victor

    Give the children scarves or streamers of crepe paper to use in expressing the body movement.

2. Choose stories emphasizing humor, suspense, excitement and other moods and read aloud to class. Use rhythm instruments...have child express moods--bells for happiness, sticks for anger, tamborine for excitement.

3. Have children draw or paint to music.

4. Use rhythm band instruments. Have children pretend they are marching in a real parade. Have the children show what the band would do if:

    a. they were all tired out
    b. it suddenly started to rain
    c. they had to wait for a bridge to go up
    d. a fire engine had to get by
    e. they saw a friend in the crowd, etc.

5. Display pictures of 2 to 3 experiences (child swinging or dancing, mother rocking a baby, a stormy day). A part of a musical selection is played on piano or phonograph. Have children select the picture which best expresses the feeling portrayed in the music.

6. For dramatization have children select music which would be appropriate accompaniment to "Goldilocks skipping through the woods," "The Bears walking through the forest," "Goldilocks falling asleep."

7. Play music that would suggest creeping. The children take turns being the cat or a mouse. How does it feel to be the cat? How does it feel to be the mouse? Have children use both words and actions to describe these feelings.

126. Given appropriate instruction, the child will learn songs expressing a variety of feelings; e.g., "Happy Song," "I Wish I Had."

SUGGESTED ACTIVITIES AND MATERIALS

1. Show every child how to use the phonoviewer and record player on his own, so that during activity periods, children may listen to records of their own choosing. Give children the opportunity to discuss how the records made them f[illegible]

2. After children have marched around the room to music ask them all to lie down on the floor and think about the music. While all are quietly resting ask two or three children, "Tell us what you're thinking about."

3. Have children tell how they feel when slow music is played. Play "Peter and the Wolf." Have children tell how certain parts make them feel.

127. Given the opportunity to listen to two or more records and after choosing the one he likes best, the child will show or tell how it makes him feel.

SUGGESTED ACTIVITIES AND MATERIALS

1. After children have had an opportunity to listen to many of the records available in the classroom, give children a choice of which record they would like to have played. Either one child or the whole group might decide. After playing the record ask the children how hearing the record made them feel.
2. Have children choose between two records. After having heard the record of their choice, encourage the children to express physically how the record made them feel.
3. Encourage children to do pantomine to music.

STATE KINDERGARTEN STANDARD -

Child responds to music in a variety of forms.

128. Given many opportunities to use rhythm band instruments, the child will respond appropriately to the musical accompaniment.

SUGGESTED ACTIVITIES AND MATERIALS

1. Introduce the rhythm instruments to all the children, remembering to call the instruments by name. Discuss proper care of the instruments and demonstrate how each instrument is played. Play a selection of music. Ask the children to use several different instruments while the music is being played. Have the children decide which instrument seemed best with the music and why.

2. Place three, four or five different instruments so that all the children can see them. Ask the children to close their eyes. Play one of the instruments as accompaniment to a record. Ask the children to tell which instrument was played.

3. Children are divided into two groups--one group using sticks and one using bells. Teacher plays a selection on the piano or plays a record and children decide which part of the song is best suited for each group.

4. Using piano or record accompaniment, each child may choose an instrument that he feels is best for the song; Marching Song--drum sticks, Jingle Bells--bells, etc.

5. Invite musicians to come into the classroom and bring their instruments to play for the children.

6. Follow directions as indicated on action recordings.

   "Simplified Folk Songs" by Hap Palmer

   Modern Tunes for Rhythms and Instruments - Hap Palmer
   Educational Activities, Inc.

   Rhythm Band and all Purpose Music
   Rhythm Band Piano w/Instrumental Sounds
   Harold and Mary Jane LeCrone
   Instructor Publications, Inc.

129. Given the opportunity to hear many songs of varying rhythms, the child will clap to the rhythm of the music being played.

SUGGESTED ACTIVITIES AND MATERIALS

1. Encourage children to sing songs and clap to the rhythms at various times during the day. Use music from the child's culture whenever possible.

2. When teaching the class a new song have them clap the rhythm of the song as you sing it for them several times. Next let them clap and sing, then sing without clapping, and finally clap without singing.

3. Follow directions as indicated on action recordings.

   "Hand Rhythms"
   Harold and Mary Jane LeCrone
   Instructor Publications, Inc.

   "Mod Marches"
   Hap Palmer Record Albums
   Cook Consultants

   "Rhythms and Songs," "Dancing Numerals"
   Kimbo Records, Early Childhood
   Educational Activities, Inc.

4. Listen for particular sounds in musical selections: clap a march tempo, clap a waltz, clap softly, clap the first beat of each measure.

5. Have one child sit in front of the group. Have this child keep time to music with various hand motions (clapping, tapping, etc.) Teacher accompanies on autoharp or piano varying the tempo.

130. Given a rhythm made by clapping hands, the child will listen and repeat the rhythm by clapping his hands.

SUGGESTED ACTIVITIES AND MATERIALS

1. Start by clapping a slow beat. Ask the children to count the number of claps, then ask them to repeat the same rhythm. Do this same activity using rhythm instruments.
2. Clap out the rhythm of a child's name. Have him repeat it.
3. Clap nursery rhyme rhythms for children to copy.
4. Have children clap hands to rhythm of any song or record.
5. Follow directions as indicated on action recordings such as:

   "Carnival Songs"
   Clapping Land
   Hap Palmer

6. Occasionally view an appropriate educational television program. Encourage children to participate.

   Sing Children Sing
   Educational Television
   Tony Saladan

7. Use Lummi sticks, rhythm sticks or hands. Teacher produces a rhythm, children repeat the rhythm. To vary, have children repeat the rhythm making sounds of different animals. Example:

   Rhythm: / ; //
   Sound: meow, (rest) meow, meow

   Make up little stories such as the mother kitten will let her babies go outside to play if they can learn their new song.

131. After being exposed in school to more than five simple songs, the child will sing with a small group of children at least five of the songs to which he has been exposed.

SUGGESTED ACTIVITIES AND MATERIALS

1. During circle time give children an opportunity to sing with a small group of children. This could be taped and played back to the group.
2. After children have learned a variety of songs together, ask for a volunteer to sing his favorite song for the others. If the child hesitates to sing alone, encourage him to choose a friend to sing with him.
3. Have two children sing a "duet" for the class. Have children pretend they are watching the two children on T.V. A prop T.V. can be made from a large packing case.
4. Invite parents and older siblings to hear children sing.

132. Given the appropriate musical accompaniment, the child will hop, skip, walk, run or gallop.

SUGGESTED ACTIVITIES AND MATERIALS

1. Follow directions as indicated on action recordings such as:

   a. Hap Palmer Records
      Educational Activities, Inc.

   b. Action and Imitative
      Physical Fitness for Pre-school
      Pre-school Activities for Young Children
      Dance Steps - Dances

      Harold and Mary Jane LeCrone
      Instructor Publications, Inc.

   c. RCA's "Listening Activities" Vol. 1, 2, and 3

STATE KINDERGARTEN STANDARD -

Child experiments with a number of musical instruments, creating simple melodies of his own.

133. Given the opportunity to play all the musical instruments available in the classroom, the child will be able to describe which instrument he enjoys playing the most.

SUGGESTED ACTIVITIES AND MATERIALS

1. Give children the opportunity to use all instruments. Put a different instrument out each day. Discuss name and characteristics of each new instrument. Describe an instrument and have children guess what it is. Occasionally have several children tell you about the instrument they wish to play. Give them the one they have described to you.
2. Give the children freedom of choice. Have one child choose his own instrument and then he may choose children to make up his "Band."
3. Invite an individual to choose an instrument to play for the class. Ask the child to tell the class something about the instrument he has played.

134. Given the opportunity to play musical instruments available in the classroom,the child will reproduce his interpretation of the rhythm of a simple and familiar melody.

SUGGESTED ACTIVITIES AND MATERIALS

1. During circle time have one child play an instrument while the rest of the children are singing a familiar song. Have children take turns playing an instrument of their choice. Vary this activity by letting 2, 3, or 4 children play at the same time.

2. Play simple rhythm records and/or piano and have the children choose an instrument to accompany the music. Show the children how they can follow the beat.

3. Play a rhythmic beat with an instrument and ask the child to repeat the same beat with his instrument or by clapping his hands. (Autoharps, guitars, ukes, etc. are great fun to listen to and sing along with. Children can strum the autoharp while you play the chords.)

135. Given the opportunity to play a musical instrument, the child will create his own rhythm.

SUGGESTED ACTIVITIES AND MATERIALS

1. Make instruments available to children as much as possible for experimentation with rhythm and sound. (Home-made drums particularly stimulate the children for this activity.)
2. Have children show how many ways they can make the drum, tamborine, bells, etc. sound.
3. During interest center time work with one or two children. Have each child create a rhythm of his own. Reproduce this rhythm on the autoharp. The second child tapes both rhythms. Play the tape back and compliment the child on creating such a (unique, pretty, strange, etc.) rhythm.
4. Take a field trip to hear a children's performance by the local symphony. Upon returning to the classroom have several rhythm instruments available to the children. Encourage children to create their own rhythms with these instruments.